DOCUMENT RESUME

ED 193 867 EC 130 874

AUTHOR	Vinton, Dennis A., Ed.; Farley, Elizabeth M., Ed.
TITLE	Project REACH: Camp Program Planning and Leadership. Module 3. Appendix P-3. Camp Staff Training Series.
INSTITUTION	American Camping Association, Martinsville, Ind.; Hawkins and Assoc., Inc., Washington, D.C.; Kentucky Univ., Lexington. Curriculum in Recreation and Parks.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.
PUB DATE	79
GRANT	G007603230
NOTE	125p.; For related information, see EC 130 871-881.
AVAILABLE FROM	American Camping Association, Bradford Woods, Martinsville, IN 46151; Hawkins and Associates, Inc., Publication Sales, 804 D St., N.E., Washington, DC 20002 ($7.50 plus shipping)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Camping; Competency Based Education; Inservice Education; *Physical Disabilities; *Program Development; *Program Implementation

ABSTRACT

The document presents the third of six modules resulting from a 3 year project to develop and test competency based programs for camp personnel serving the physically handicapped. The module is divided into three units--camp resources, program planning and development, and program operation. An introductory section gives an explanation of competency based instruction, a description of a module, and an overview of the camp director training program. Each unit contains a content outline, performance objectives, and worksheets. Lists of related readings, posttests, and a glossary of terms are also provided. It is explained that the competency based instructional format allows the reader to work through the module at his own pace, to test out of the instructional units, and to choose which learning activities to complete. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Appendix P-3

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CAMP STAFF TRAINING SERIES

Module 3

CAMP PROGRAM PLANNING AND LEADERSHIP

ED193867

A Competency-Based Manual
For Camp Staff Training

Edited by

Dennis A. Vinton
Elizabeth M. Farley

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dennis A. Vinton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC130074

CAMP STAFF TRAINING SERIES

Module 3

Camp Program Planning and Leadership

Edited by

Dennis A. Vinton
Elizabeth M. Farley

The project information presented herein was performed pursuant to Grant No. G00-76-03230 from the Division of Innovation and Development, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect positions or policy of the Bureau, and no official endorsement by the U.S. Office of Education should be inferred.

****

Lexington, Kentucky
1979

****

A joint publication of Project REACH, University of Kentucky; The American Camping Association (ACA); and Hawkins and Associates, Inc.

Copies may be ordered from the American Camping Association, Bradford Woods, Martinsville, Indiana 46151 *or* from Hawkins and Associates, Inc., Publication Sales, 804 D Street, N.E., Washington, DC 20002. Single copy price and quantity order discount rates avialable on request.

FOREWARD

The Bureau of Education for the Handicapped has for many years recognized the educational value of camping as an important aspect in the lives of handicapped children. Since 1971, when our Bureau provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and youth in organized camping programs.

The material contained in this book, and the other volumes that make up the *Camp Staff Training System*, are the result of a three year project funded by our Division of Innovation and Development. In funding this effort, it was our hope that the results of the project would help make camp personnel aware of the unique and special needs of handicapped children and to provide information and resources to help ensure that those special needs are met.

The Bureau of Education for the Handicapped is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

Dr. Edwin W. Martin
Deputy Commissioner
Bureau of Education for the
Handicapped

ACKNOWLEDGEMENTS

The *Camp Staff Training Series* is the result of more than three years work representing the generous efforts of many individuals and organizations in the field of camping, therapeutic recreation, special education and other interested disciplines. The development of the *Camp Staff Training Series* would not have been possible without the dedicated support of Melville J. Appell, who served as Project Officer for the Bureau of Education for the Handicapped, U.S. Office of Education. We are indebted to him for his leadership and inspiration. While it is not possible to cite all of those who contributed, we extend our special thanks to the following:

National Advisory Committee

Armand Ball, American Camping Association
A. Edward Blackhurst, University of Kentucky
Steve Brannan, Portland State University
Jerry Byrd, Camp Daniel Boone, Missouri
Donald P. Cross, University of Kentucky
Lois Hardt, National Easter Seal Society
Helen Jo Hillman, Department of Recreation, Washington, D.C.
Betty Kirlin, University of Kentucky
Sidney Lutzin, University of Maryland
David Park, George Washington University
Katheryn Parodi, Santa Cruz Easter Seal Society, California
Gary Robb, Camp Allen, New Hampshire
Thomas A. Stein, University of North Carolina

Contributing Authors

Viki Annand, Temple University
Dorri Brown, University of Kentucky
Jerry Byrd, Camp Daniel Boone, Missouri
Marcia Carter, University of Tennessee
Jerry Dickason, New York University
Jean Folkerth, University of Kentucky
Patricia Hoessli, University of Kentucky
Stan Labanowich, University of Kentucky
Barbara Pantzer, University of Kentucky
Ralph Smith, The Pennsylvania State University
Dean Zoerink, University of Northern Iowa

Field Test Site Directors

Jane Carr, Camp Harman, California
Jean Folkerth, Indiana University
Jim Magyar, Camp Hickory Ridge, Michigan
Bernie Schrader, Indiana University
Ralph Smith, Camp Greentop, Maryland

Expert Review Panel

David Austin, Indiana University
Armand Ball, American Camping Association
William Hammerman, San Francisco State University
Lois Hardt, National Easter Seal Society
Judy Myers, The Pennsylvania State University
Ralph Smith, The Pennsylvania State University

Project Officer

Melville J. Appell, Division of Innovation and Development, Bureau of Education for the Handicapped, U.S. Office of Education

Project Staff

Dennis A. Vinton, Project Director
Elizabeth M. Farley, Principal Investigator
Jean E. Folkerth, Research Associate
Barbara D. Panzer, Research Associate
William A. Thompson, Research Associate
Dorri Brown, Research Assistant
Christine Doerflinger, Research Assistant
Jennifer Eastham, Research Assistant
Patricia Hoessli, Research Assistant
Karen Morrison, Research Assistant
Brenda Pearce, Research Assistant
John Pell, Research Assistant
Jeanne Pollock, Research Assistant
Jo Ann Smith, Project Secretary
Terri Hartley, Project Typist

Cover Design

Lester Bounds, Arlington, Virginia

Art Work

Chris Ware, University of Kentucky

INTRODUCTION

On June 1, 1976, the University of Kentucky's Curriculum in Recreation and Parks, Department of Health, Physical Education and Recreation, College of Education, was awarded a grant by the Bureau of Education for the Handicapped. The purpose of the three-year grant was to develop and test competency-based training programs for four classifications of camp personnel in camps serving the physically handicapped. Two of these programs, the camp counselor and the program specialist, have been combined to form one training course. The other two training systems have been written for the camp director and support staff.

This publication, the Camp Counselor Training Series, has undergone two years of developmental testing and includes six modules written by noted experts. During the two years of testing, 155 college students and camp counselors from six different locations were involved in trying out the materials. Also, during this time, the materials were repeatedly scrutinized by selected experts. The results of the developmental process are reflected in this publication.

In the following section, you are given an explanation of competency-based instruction, a description of a module and a brief overview of the camp director training program. Finally, for your convenience, a glossary of terms is included for future reference.

What Is Competency-based Instruction?

Competency-based instruction (CBI) is a rather recent instructional development which has experienced rapid expansion during the sixties and seventies and is the result of increasing demands for accountability, relevance and cost effective education. It is a method of preparing people for jobs based on the actual work to be done. This training approach clearly describes the level of performance expected of each member of the camp staff. In addition, it allows learning to progress at a rate and manner compatible with the learners' or trainees' backgrounds and experiences. The advantages of this approach for training camp staff are: 1) it can be easily tailored to meet the needs of many different camp programs and 2) it can be tailored to meet the needs of each individual staff member.

Competency-based instruction is a flexible, individualized approach to learning that allows the trainees and the instructor to work at the learner's rate without fear of failure. The program's design is based upon competencies or tasks to be acquired as a result of the instructional program. The competencies are stated in performance terms which are made known from the beginning of the program.

With competency-based instruction, the trainees are held accountable for their level of achievement. The trainees know the mastery level that must be attained and are free to choose alternative learning activities that will enable them to meet the stated criteria. The trainees have the option to choose activities which are compatible with their individual learning styles, and it is the demonstrated level of acceptable performance of the stated objectives that is of importance.

When comparing CBI to traditional instruction, three major differences can be discerned. In the traditional approach, the purpose of the instruction is often either vaguely stated or sometimes not even made known to the trainees. However, in competency-based instruction, the trainees know exactly what is expected of them. They are given precisely stated objectives which tell what competencies are required and what criteria will be used to assess performance.

The second major difference between traditional and CBI approaches relates to the time factor. Traditional education holds time constant. Units are planned around a specified time period. Thus, trainees who learn at different rates will demonstrate varying degrees of achievement at the end of the time period. In competency-based instruction, achievement is held constant. A unit is ended when the trainees can demonstrate the required competency. Thus, the time needed to complete the unit will vary from person to person.

The final major difference between the two instructional approaches is that traditional education strongly emphasizes program entrance requirements, while CBI places its heaviest emphasis on exit requirements. With competency-based instruction, prerequisites are minimized and programs are individualized to allow each trainee to achieve mastery of any given objective by altering the learning activities.

What are the Roles of the Trainer and Trainees?

In a CBI system the trainer's or camp director's role during pre-camp training will become one of advisor and manager of instruction. The trainer will spend more time helping to plan the instructional program, solving problems, and evaluating performance. The trainees will have more of an opportunity to choose learning activities, develop new activities tailored to their specific needs, and bypass certain objectives through testing out of certain units or modules.

Past experience suggests that the learning climate fostered by a CBI program is free from oppression and failure and thus encourages creativity. The trainer has more time to devote to developing an atmosphere where creative learning experiences can take place and is

free to actively involve the trainee in the instructional process where positive learning experiences are stressed.

How Does Competency-Based Instruction Work?

In competency-based instruction, there are self-contained instructional packages called modules. A module is made up of units of instruction composed of the following parts:

1. performance objectives
2. pre-assessment and prerequisites
3. learning activities
4. evaluation
5. remediation

Each of the five module components is briefly discussed in the following paragraphs.

Performance Objectives

The objectives are the foundation on which the instructional module is built. They are stated in behavioral or performance terms.

The performance objectives serve as the basis for designing instructional activities, which in turn facilitate the achievement of the desired competencies. Objectives stated in this way open new avenues of communication between the trainees and instructor. Also, the objectives provide the means for evaluation and further development of the instructional program.

The benefits of stating instructional objectives in precise, relevant terms that describe desired performance, include the following:

.....suitable learning activities and evaluation procedures are selected since the trainer knows precisely what the trainees are expected to achieve;

.....because objectives are stated in precise terms, the trainees, trainer and other observers can decide on the appropriateness of the objectives;

.....as the performance objectives are communicated in advance of instruction, trainees know precisely what is expected of them;

.....finally, using this approach enables the trainees to determine if an objective has been successfully accomplished.

There are three basic parts of a performance objective: the terminal behavior, test conditions and standards. The following questions illustrate each part:

a. What will I BE ABLE TO DO after completing the learning activity?

b. What are the CONDITIONS under which I will do it?

c. How will I RECOGNIZE success?

The trainees should be able to answer these questions after reading each objective.

Pre-Assessment or Pre-Test

The term "test" usually implies the use of standardized pencil and paper tests. However, other varieties of pre-assessment are often used. Both formal and informal, direct and indirect, and objective and subjective measures are used for pre-test purposes. In some cases, no pre-assessment is needed because it is assumed that trainees have no previous exposure to the content of the instruction or that the content should be periodically reviewed.

In some cases, trainees are required to complete an activity, unit, module or course before starting a module. This is called a prerequisite.

Learning Activities

Learning activities are intended to aid in the mastery of the skill, knowledge or behavior stated in the performance objectives. Each activity is self-contained and designed to achieve a specific purpose, however, each activity still remains a part of the broad comprehensive program.

The learning activities are designed to offer a wide range of alternative activities. A number of options are provided so that trainees can select those which offer the greatest opportunity for individual success, are most in tune with each persons learning style, and will allow the trainees to achieve mastery of the material in the shortest possible time. Also, trainees have the option of designing, with assistance, their own learning activities.

Evaluation

As with pre-assessment methods, evaluation procedures may vary widely. They are designed to measure whether or not trainees can

successfully demonstrate the competencies required for mastery of the performance objectives. If trainees are unable to demonstrate competence, the trainer will attempt to determine whether this was due to a lack of ability, motivation and/or effort; inappropriate or ineffective instruction; unrealistic expectations as reflected in the objectives; or another reason or combination of reasons. After the cause has been determined, remediation will be prescribed to assist in mastering the competency.

Remediation

Remedial activities are learning activities which provide trainees additional practice or assistance in mastering a performance objective which has not been successfully achieved. The activities used can be similar to the original instructional activities used in the module or they can approach the objective from an entirely different base. It should be remembered that remediation is intended to be helpful, not punitive, and to give another opportunity for success.

Camp Staff Training Series

The camp counselor and program specialist training series was designed to provide the trainees with the skills, knowledge and behaviors necessary to achieve a minimal level of competence in camps serving the physically handicapped. The two unique features of this training program are its field orientation and its individualized learning experiences.

Based on the results of a task analysis procedure, the instructional program contains no extraneous learning. Rather, its objectives, learning activities and evaluation methods focus on the specific competencies which camp counselors or program specialists need to successfully perform their jobs. Although the program can be used in a variety of ways—as a part of a college course, as an institute or workshop, or as pre-camp training—the emphasis is always on the practical application of learning in a camp setting.

The training program pulls no punches. At the onset, the trainees are informed of what they are expected to accomplish as a result of the training. Then, the trainees are presented with a variety of learning activities. From this list the trainees can select activities which best suit their individual needs or style of learning. In addition, the trainees can bypass certain units by the testing out of them. Also, they can elect to add activities in which more work is needed or desired. This flexibility allows a group of trainees to participate in the program despite diverse backgrounds, experiences and interests. All trainees who successfully complete the program should be able to function effectively on the job in spite of varying degrees of prior training and experience.

Directions

There are six modules in the training program. They are listed below:

1) An Orientation To Camping and the Camp
2) Knowing the Campers
3) Camp Program Planning and Leadership
4) Camp Health and Safety Practices
5) Dealing with Camper Behavior
6) Evaluating the Camp Experience
S-6) Evaluation of the Camp Experience

The trainees are to complete any or all of the six modules in the order designated by the trainer or in the order presented in the program.

Upon beginning a module, the content outline and performance objectives should be read. If upon beginning a module a person feels that the performance objectives can be achieved with 90 percent accuracy without participation in the learning activities, then he or she can elect to take a pre-test or post test. If the pre-test is passed successfully, then the trainee can proceed to the next unit or module; otherwise, the trainee should participate in those learning activities which will enable him or her to achieve the performance objectives; and then complete the post test.

Prerequisites

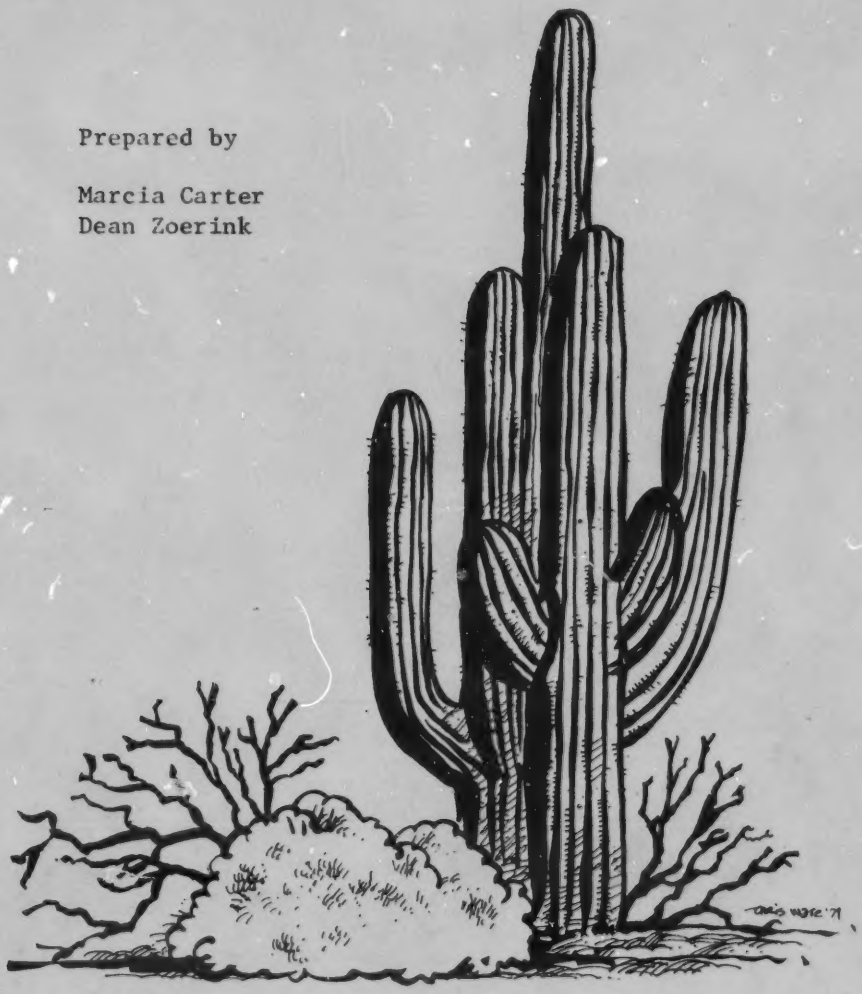
Through task analysis, a number of skills, facts and behaviors were identified as being prerequisites which camp counselors or program specialists must possess before beginning an on-site training program. It was decided to provide the major portion of these prerequisites in two modules within the training program. These are Module 1, which deals with basic information about camping practices and philosophy, and Module 2 which contains information about campers' growth and development, characteristics and physical disabilities. There are other prerequisites not covered in these modules which it is assumed all trainees will possess prior to beginning field training. These are primarily skills which include mature judgement, consistent behavior, sincerity and effective communication.

Module 3

Camp Program Planning and Leadership

Prepared by

Marcia Carter
Dean Zoerink



Camp Program Planning and Leadership

Flow Chart

Steps to Follow to Complete Each Unit

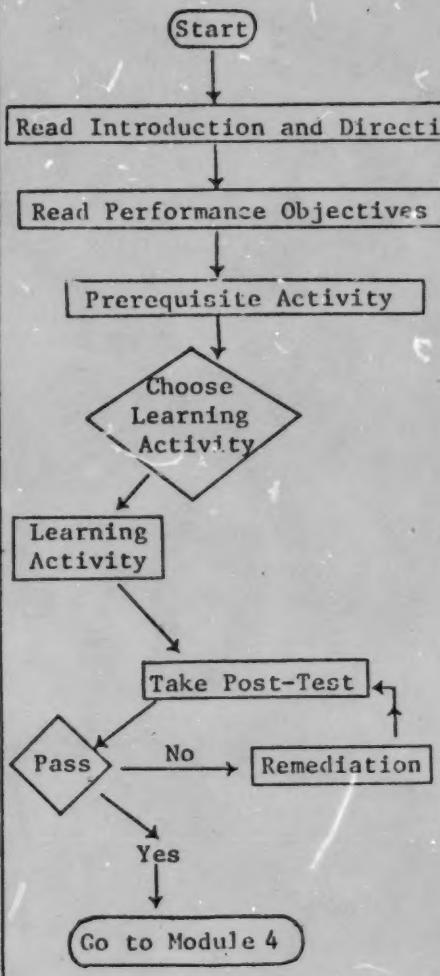


Table of Contents

	Page
Introduction and Directions.....	1
Performance Objectives Checklist.....	3
Prerequisite Activity for Program Specialists.....	7
Unit 3.1: Camp Resources	
Content Outline.....	15
Performance Objectives 1 & 2....	17
Performance Objectives 3 & 4....	19
References	
Worksheets	
Camp Map.....	23
Equipment and Supply Inventory..	25
Equipment Repair and Maintenance Form.....	27
Equipment/Supply Requisition Form.....	29
Unit 3.2: Program Planning and Development	
Content Outline.....	31
Performance Objective 5.....	33
Performance Objective 6.....	35
Performance Objectives 7 & 8....	36
Performance Objective 9.....	37
Performance Objective 10.....	38
Performance Objectives 11 & 12..	39
Performance Objectives 13, 14 & 15.....	40
Performance Objective 16.....	42
References.....	43
Readings	
Camp Goldenrod Philosophy and Objectives.....	47
Case Studies.....	49
Observing and Recording Behavior.....	50
Writing Behavioral Objectives...	53

Table of Contents

	Page
Diagnosing Groups and Planning from Where They're At	57
Camp Goldenrod Daily Camp Schedule	61
Worksheets	
Client Assessment	65
Performance Objectives Worksheet	69
Breakdown of Schedule for Daily Activities	71
Checklist for Daily Program Schedule	72
Unit 3.3: Program Operation	
Content Outline	73
Performance Objective 17	75
Performance Objective 18	76
Performance Objective 19	77
Performance Objective 20	78
Performance Objectives 21 & 22	79
Performance Objective 23	81
References	82
Readings	
Camping Intergrouping	85
Considerations for Activity Leadership	91
Selection of Activity and Modification Model (SAMM)	93
Worksheets	
Cookout Requisition Form	101
Requisition Form	103
Selection of Activity and Modification Model	105
Post Tests	
Unit 3.2	115
Unit 3.3	119

	Page
Answers	
Camp Map	123
Post Test 3.2	124
Post Test 3.3	125
Terminology	129

Module 3

Camp Program Planning and Leadership

Introduction

Programming skills may or may not be emphasized in training programs for camp personnel. Yet, they should be since a portion of each camp counselor's and program specialist's day is spent in planning, leading and supervising activities. The camp program is the means by which the camp objectives are achieved. More control in the achievement of these objectives is possible when activities are carefully and thoughtfully planned and effective leadership is used. When camp staff know and understand good programming and leadership techniques programs are more creative, feasible and flexible, thus, avoiding stagnant unimaginative material.

This module was developed to help you learn how to use your knowledge and ability of activities to plan and implement a program in the camp setting for physically disabled campers. It will provide you with knowledge, skills and behaviors in program planning and leadership. After you finish Module 3, you will know how to organize your work schedule, plan your program and conduct activities. This module contains lots of practical information to help make your program at camp successful. Good planning makes camping an enjoyable and successful experience.

Directions

This module is different from the previous modules you have completed. It contains no pre-tests. This module has you performing activities you will actually use during camp and has a prerequisite unit for program specialists. Read the following directions to help you complete the module.

1. Read the introduction, flow chart and table of contents.
2. Read the performance objective checklist and check off the objectives you think you have already attained.

3. Select activities which will help you achieve the remaining objectives. If your trainer does not assist you, select the activity most appropriate to your needs. Many activities will mention specific readings or worksheets, these can be found at the back of each unit.
4. Determine if you will complete any enriching activities.
5. After completing all the necessary performance objectives for a unit, complete the post test and grade it. If you complete the test with 90 percent accuracy, go to the next unit. If there is no post test, complete all worksheets and turn them in to your trainer.
6. If you do not achieve 90 percent accuracy, discuss with your trainer plans for remediation.

Module 3

Camp Program Planning and Leadership

Performance Objectives Checklist

This checklist will help you determine the activities you need to complete in Module 3. Check off each performance objective as you feel you are competent to perform it. Then use the remaining performance objectives to select the activities in which you should participate to complete this module.

Prerequisite Unit for Program Specialists

___ 1. Develop goals and objectives for your special content area which are compatible with the camp's philosophy.

___ 2. Determine specific activities for your program specialty area.

___ 3. During pre-camp training, give a verbal explanation to the staff of your program specialty area.

___ 4. Provide for staff assigned to assist you appropriate training and instruction.

Unit 3.1 Camp Resources

___ 1. Given a "blank" map of camp, identify in writing on the map the living, program, administrative and service areas. The completed map should correspond to the map provided by your instructor.

___ 2. For the starred areas on the blank map, identify the facilities, types of equipment and supplies available in each area, thus, writing a site description. The number of areas is dependent on the camp. For each program area, list at least 4-6 specific items.

___ 3. Given a blank inventory form, write the name of the equipment and supplies, number of items, their condition, and sign and date the completed inventory for the unit, cabin or program area and turn it in to the appropriate person.

___ 4. Using the completed inventory, (a) identify those items missing, incomplete or damaged and select items which need to be added to the area, (b) identify to whom the condition of the equipment should be reported, and (c) select and complete the appropriate forms used to request, repair or replace the materials.

Unit 3.2 Program Planning and Development

___ 5. Given a specific camper or case study of a camper, identify specific physical, personal, social and leisure development needs (2-3 of each) that are compatible with the philosophy of the camp.

___ 6. While observing a camper participate in an activity, record behavioral observations on the assessment form provided.

___ 7. Given a list of possible camp activities, discuss with campers the campers' interests, likes and dislikes.

___ 8. Following a role playing experience involving "parent, camper and counselor," identify at least three concerns of the parents regarding their child's camp experience.

___ 9. Given a camper case study with assessement information, write a minimum of two camper objectives for each of the following areas: physical, personal, social and leisure development.

___10. Given camper medical reports, functioning levels and available assessment information for a unit of campers, write a minimum of 5-8 unit objectives compatible with camper interests and abilities and camp philosophy and goals.

___11. Given four unit objectives, analyze each objective and state at least two activities per objective that would enable the camper to demonstrate the desired behavior.

___12. Given the camp specialty areas, select those areas offering the activities which accomplish the unit objectives.

___13. Given 2-4 unit activities, identify for each of the following needs which must be met to complete the activity for a selected group of campers: time, space, camp area/facility, staff skill and number, equipment and supplies, and camper skill.

___14. Given a blank master camp schedule and a list of unit activities, (a) write a unit schedule including unit living activities, program specialty areas and special unit programs, and (b) turn the completed schedule into the appropriate person.

___15. Given a master camp schedule, identify the available times for you to conduct special activities or programs.

___16. List a minimum of five unexpected factors that could necessitate the modifications of a unit program plan.

Unit 3.3 **Program Operation**

___17. Given a one day unit plan of activities, a) identify needed facilities, equipment and supplies, b) complete forms used to request necessary materials and staff support or assistance and c) return forms to the appropriate person.

___18. Identify three (3) roles of subordinate staff (volunteers, junior counselors, CIT's, others) in program planning. You should consider number of staff, interests, strengths and experiences in the delegation of tasks.

___19. Given a specific activity and a description of participants and staff, list the considerations and steps to be taken in preparation for activity leadership.

___20. Given two camp activities, task analyze each to determine a) skill sequence, b) alternate leadership and activity techniques/methods to individualize activities, c) equipment/supply alternatives and d) space and time allocations.

___21. Given a description of a camper participating in an activity, identify three areas where change or assistance is needed.

___22. Identify three ways in which a selected camp activity may be modified to meet the needs of the camper.

___23. Teach an activity of your choice, using the criteria presented for teaching a new skill. Following the activity, you will be given a written evaluation of your leadership skills by a supervisory staff member.

Module 3

Camp Program Planning and Leadership

Prerequisite Unit for Program Specialists

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. Develop goals and objectives for your special content area which are compatible with the camp's philosophy.

2. Determine specific activities for your program specialty area

3. During pre-camp training, give a verbal explanation to the staff of your program specialty area.

4. Provide for staff assigned to assist you appropriate training and instruction.

Trainee Information

To help you accomplish performance objectives 1 through 4, you must do <u>two</u> or more of the following activities. If specific activities are not designated by the trainer, you should complete 1a, 1b or 1c and 2a. There is no written test for this unit. You should complete the activities according to the standards outlined by your trainer.

Learning Activities

(This is what you need to do to complete the performance objectives.)

1a. Discuss with the Camp Director or Program Director your specialty area and how it relates to the overall camp program. Based on these discussions and your own expertise, develop the goals and objectives for your specialty area and determine the activities you plan to present.

<u>or</u>

1b. Read the section in your staff manual on philosophy, goals and objectives, and programming. Also, review your own favorite program books or select one or two to review from those listed at the end of this section. Based on your own expertise and the readings you have just finished, develop the goals and objectives for your specialty area and determine the activities you plan to present.

Prerequisite

or

1c. Informally survey your friends to find out (1) what personal reasons they have for participating in special activities, (2) what personal benefits they derive from participating in these activities and (3) what activities they enjoy most. Based on these findings, the camp's philosophy and your own expertise, list the goals and objectives for your program specialty area and the activities you plan to cover.

and

2a. Prior to camp, give a verbal explanation of your program specialty to the entire staff. Have the staff, who will assist you, attend an instructional session at your program site.

Enriching Activity

(The enriching activities are planned for the trainees who have experience with camp program planning and leadership. These activities allow them to use their past training to help others or as a basis to increase their knowledge.)

Prepare a slide show of the activities you plan to use with the campers. Use the slide presentation to train the staff.

Evaluation Criteria

Since there is no written test for this unit, you must complete the activities according to the standards outlined by the trainer.

References

Albaum, Charlet, Ojo De Dios: Eye of God. New York: Grosset & Dunlap, 1972.

Instructions, diagrams, and basic terminology are given for making both the basic ojo and more advanced ojo projects.

Prerequisite

References

American National Red Cross. Adapted Aquatics: An Instructor's Aid.

The book explains the value of a swimming program in helping handicapped persons overcome their disabilities. Teaching techniques described are suited to specific disorders such as asthma, epilepsy and cerebral palsy. A section on emergency life saving procedures is included.

American National Red Cross. Swimming for the Handicapped: A Manual for the Aide. Washington, D.C.: American National Red Cross, 1974.

The role of swimming and non-swimming aides is explained. General descriptions of each type of disability are given along with helpful hints in working with that type of disability. A glossary of terms associated with disabilities is included along with a section on signs for manual communication.

Auld, Margaret and Graceann Ehlke. Guide to Camp Nursing. Martinsville, Indiana: American Camping Association, 1978.

The knowledge and technical skills in area of camp nursing are the basis of this book. The revised ACA "suggested policies and standing orders for camp nursing services" and a first aid section are included.

Berger, H. Jean. Program Activities for Camping. 2nd ed. Minneapolis, Minnesota: Burgess Publishing Company, 1969.

Brannan, Steve A., ed. Project Explore: Manual. Portland, Oregon: Portland State University, 1979 (Distributed by Hawkins and Associates, Inc., 729 Delaware Ave., S.W., Washington, D.C. 20024).

The manual provides information that is essential for developing and implementing the program. Project background, philosophy and rational address the learning needs of the handicapped. A section on related research gives the basis for the development and field testing of the program. A glossary of terms and an annotated bibliography are given to assist the reader in understanding the concepts of Project Explore.

Brannan, Steve A. ed. Project Explore: Task Cards. Portland, Oregon: Portland State University, 1979 (Distributed by Hawkins and Associates, Inc., 729 Delaware Ave., S.W., Washington, D.C. 20024).

Project Explore has developed a comprehensive set of instructional task cards. The task cards are divided into five major curriculum

Prerequisite

areas: Nature Study and Development; Camping and Self Maintenance; Safety and Survival; Arts and Crafts; and Sports, Games and Physical Development. Each card represents a particular skill and has been designed for a more individualized and direct approach to instruction with handicapped children.

Cardozo, Peter. The Whole Kids Catalog. New York: Bantam, 1975.

Complete book of information on almost every topic a child would show interest. Use as a resource book, covers everything from putting on a magic show, creating sandcastles, making puppets, cooking candy and a thousand other things. Use as an activity book. All sorts of things to do or make are included. Use as a guide for free materials. Addresses are given for free samples, posters, books, and a whole assortment of other goodies.

Cardozo, Peter. The Second Whole Kids Catalog. New York: Bantam, 1977.

New features in this book included sections on discovery and projects. The discovery section includes field trips, radio plays, and newspaper reporting just to name a few. This excellent resource book includes activities for fun and learning. A guide to free material is still one of its biggest features.

Eisenberg, Helen and Larry Eisenberg. The Handbook of Skits and Stunts. Chicago: Follett, 1953.

Tells the why and how of skits and stunts. The activities are for all ages. The book is sectioned into one-person stunts, impromptu skits, group stunts, dramas, physical feats, and humorous and serious productions.

Elman, Robert. The Hiker's Bible. Garden City, New York: Doubleday. 1973.

A basic presentation of hiking techniques and equipment for long and short hikes including advice on safety, health and comfort. A guide to troublesome plants, insects, and animals is included.

Fluegelman, Andrew, ed. The New Games Book. New York: Doubleday, 1976.

The motto of this book is to play hard, play fair, and nobody gets hurt. The object is to bring people together through games. The book is a collection of favorite games, some of which are new and others hundreds of years old. The games given can be played by two or a hundred people. The games are fun, easy and inexpensive.

Prerequisite

Ford, Phyllis M. Your Camp and the Handicapped Child. Martinsville, Indiana: American Camping Association, 1976.

This book contains guidelines for the director and camp counselor dealing with handicapped children.

Girl Scouts of U.S.A. Cooking Out-of-Doors. New York: Girl Scouts of U.S.A., 1960.

Excellent cookbook of recipes for fireless foods, skillet cooking, toasting, broiling, baking, planking and ember cooking. A section on edible wild foods, their selection, and preparation is included. Meal planning, fire building, equipment, and safety are also discussed.

Girl Scouts of U.S.A. Games for Girl Scouts. 2nd ed. New York: Girl Scouts of U.S.A., 1969.

This book includes get acquainted, singing, relay, guessing games, international and open country games. Complete instructions are given for all games. A section on adapting and teaching games is included.

Girl Scouts of U.S.A. Sing Together: A Girl Scout Songbook. 3rd ed. New York: Girl Scouts of U.S.A., 1973.

A collection of international and American folksongs, rounds and canons, and songs for special occasions are included. The music and guitar chords are given for each song.

Hammett, Catherine T. Your Own Book of Campcraft. New York: Pocket Books, 1950.

Book covers all the skills needed to be a good camper. Included are chapters on equipment, fire building, cooking, knotting and lashing, toolcraft and campfire activities.

Hindman, Darwin A. Kick the Can. Englewood Cliffs, New Jersey: Prentice-Hall, 1978.

Lists over 800 active games and sports for all ages. Each activity is graded for a specific age group and ability. All activities are clearly described with simple rules and explanations.

Hunt, W. Ben. The Complete How-To Book of Indiancraft.

Illustrated book shows how to use actual techniques and designs developed by the Indians. Background information on the first Americans, their beliefs and traditions are discussed.

Prerequisite

McWhirter, Mary Ester, ed. Games Enjoyed by Children Around the World. Philadelphia: American Friends Service Committee, 1970.

A collection of international games with specific directions and material needed for each game are given. The games are categorized by game type and age group. The section on why one should play games from around the world is informative.

Mahoney, Russ. Trailside Cooking. Harrisburg: Stackpole, 1976.

A pocketsize book which includes 80 recipes using both freeze-dried and conventional foods. Cooking techniques are included. The final chapter explores collecting and eating wild foods.

Musselman, Virginia. Learning About Nature Through Crafts. Harrisburg, Pennsylvania: Stackpole, 1969.

Lists over 150 craft ideas, complete with instructions for finding material and making the project.

Nelson, Esther L. Dancing Games for Children of All Ages. New York: Sterling, 1973.

Includes over forty dances that work with children. Dances included can easily be adapted depending on group, size, age, intelligence and physical ability. Musical scores for piano, lyrics, instructions and variations are given for each dance.

Orlick, Terry. The Cooperative Sports & Games Book. New York: Pantheon Books, 1978.

This book contains sports and games which foster cooperation among the participants while challenging them without competition. The games are divided by age groups ranging from pre-schoolers to adults.

Petrich, Patricia and Rosemary Dalton. The Kids Arts and Crafts Book. Concord, California: Nitty Gritty Books, 1975.

This book is designed to help children do arts and crafts projects on their own. Instructions are simple and give illustrations of the projects. The following are just a few of the sections given: paper art, drawing and painting, nature art, masks and costumes, and toys and gifts.

Reynolds, Grace Demmery. A Swimming Program for the Handicapped. New York: Association Press, 1973.

This book contains instructions for teaching the handicapped to swim.

Prerequisite

Safety standards and guidelines for improvements and training of program leaders is included.

San Diego State University Recreation Department. Camp Program Ideas. San Diego: San Diego State University, 1977.

A collection of special events includes special days, evening programs, competitive events, meal themes, rainy day activities and many others.

Thomas, Dian. Roughing It Easy. New York: Warner, 1974.

The book contains basic campcraft information in the areas of site selection, fire building, first aid and camping equipment. There is an extensive section on cooking, including methods, recipes and time tables.

Thurston, LaRue A. Good Times Around the Campfire. New York: Association Press, 1967.

Program ideas which include games, stunts, magic, singing activities and special events are given in this short book.

Van der Smissen, Betty and Oswald H. Goering. A Leader's Guide to Nature-Oriented Activities. Ames, Iowa: Iowa State University Press, 1977.

This book describes activities for the outdoor and suggests a variety of approaches in getting acquainted and working with the natural world. A section on interpretative programs and community resources is included.

Wilt, Joy, Gwen Hurn, and John Hurn. Puppets with Pizazz. Waco, Texas: Creative Resources, 1977.

This book illustrates 52 finger and hand puppets which can be made and used by children. Complete step-by-step instructions including patterns for making puppets are given.

Wigginton, Eliot, ed. The Foxfire Series. Garden City, New York: Anchor Books.

The Foxfire books are designed to give insight into the lives and customs of the people of Southern Appalachia. Each book discusses different crafts, customs, and beliefs of the mountain people. Interviews with some of the mountain people give the books a personal touch. Each book gives the reader an understanding of the simple lifestyles of a past era.

Prerequisite

The Foxfire Book. 1972.
Topics include: hog dressing, log cabin building, mountain crafts and foods, planting crops by the signs, snake lore, hunting tales, faith healing and moonshining.

Foxfire 2. 1973.
Topics include: ghost stories, spinning and weaving, midwifery, burial customs, spring wild plant foods, corn shuckin' and wagon making.

Foxfire 3. 1975.
Topics include: animal care, banjos, dulcimers, hide tanning, summer and fall wild plant foods, butter churns and ginseng.

Foxfire 4. 1977.
Topics include: fiddlemaking, spring houses, horse trading, sassafras tea and gardening.

Foxfire 5. 1979.
Topics include: ironmaking and blacksmithing, gunmaking and bear hunting.

Module 3

Camp Program Planning and Leadership

Unit 3.1

Camp Resources

Content Outline

I. Identification and Utilization of Available Camp Resources

   A. Identification and Use of Camp Areas/Facilities

   B. Inventory Camp Equipment and Supplies

Trainee Information

There are four (4) objectives which you must be able to do in this unit before going to Unit 3.2, Program Planning and Development. To help you complete the objectives, a variety of activities have been planned. You must fill out the forms correctly to successfully complete this unit.

Unit 3.1

Performance Objectives

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

1. Given a "blank" map of camp, identify in writing on the map the living, program, administrative and service areas. The completed map should correspond to the map provided by your instructor.

2. For the starred areas on the blank map, identify the facilities, types of equipment and supplies available in each area, thus, writing a site description. The number of areas is dependent on the camp. For each program area, list at least 4-6 specific items.

Trainee Information

To help you accomplish performance objectives 1 and 2, you must do <u>one</u> of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Select 1a or 1b.

1a. You are to visit all of the living, program, administrative, service and supportive areas numbered on the camp map provided by the instructor. For an example, see the worksheets. Write the name of the area beside each number. For the starred areas, write a site description which identifies and lists 4-6 facilities, types of equipment and supplies available in each area. After you have visited the identified camp areas and completed the site description, identify and describe four (4) sites you would select to use with your group and special activities, listing three (3) reasons why you may wish to visit the sites again or explore additional areas. A map will be provided by your trainer. Keep completed worksheets in your notebook. Your instructor will check them later. You may do the activities on your own or go with a fellow staff member. You should try to find all camp areas without a map as soon as possible.

<u>or</u>

Unit 3.1

Learning Activities

1b. View slides of a camp's program area or visit a camp. Write a site description which identifies and describes four (4) sites you would select to use for unit or special activities. Identify the activity for each site and give three (3) reasons for each site selected.

Enriching Activity

(The enriching activities are planned for the trainees who have experience with program planning. These activities allow them to use their past training to help others, or as a basis to increase their knowledge.)

From either a slide presentation, transparencies or movies, you will view a variety of living, program, administrative, service and supportive areas found in camps. Participate in a discussion concerning tent vs. cabin living; small group vs. large dormitory living groups; centralized vs. decentralized programming; cabin group eating together vs. people eating wherever they choose; all paved paths vs. non-paved paths, etc.

Evaluation Criteria

You must turn in your worksheets or papers to your trainer.

Unit 3.1

Performance Objectives

3. Given a blank inventory form, write the name of the equipment and supplies, number of items, their condition, and sign and date the completed inventory for the unit, cabin or program area and turn it in to the appropriate person.

*4. Using the completed inventory, (a) identify those items missing, incomplete or damaged and select items which need to be added to the area, (b) identify to whom the condition of the equipment should be reported, and (c) select and complete the appropriate forms used to request, repair or replace the materials.

Trainee Information

To help you accomplish performance objectives 3 and 4, you must complete one of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.
*To be completed by the staff responsible for an area as designated by the Camp Director.

Learning Activities

Select 2a or 2b or 2c.

2a. You are to assist in a pre-season all-camp inventory and complete an inventory of unit or program supplies and equipment. See your trainer or supervisor for specific instructions. Camp staff from previous years should demonstrate completing an inventory form for unit or program supplies for new staff. If your camp does not have an inventory form, a sample form is provided in the worksheets.

or

2b. Read inventory reports from previous seasons, and note descriptions of equipment conditions.

Discuss, with the program director, equipment condition, location and use. Complete a written report, filling out all appropriate forms to obtain needed, missing or damaged items, and turn in to your supervisor. A sample form is provided in the worksheets.

or

Unit 3.1

Learning Activities

2c. Review a completed inventory form from the end of a camp's season. Examine supply catalogues and talk with vendors or program directors to determine specifics on supplies and equipment. Read in your camp staff manual or the prototype staff manual procedures for inventory, reporting and requisitioning materials. Develop a camp notebook with a list of equipment/supplies to be ordered or included for a unit or program area.

Evaluation Criteria

You must turn in completed inventory forms or papers to your trainer.

References

Hartwig, Marie and Bettye B. Myers. Camping Leadership: Counseling and Programming. St. Louis: C. V. Mosby Company, 1976.

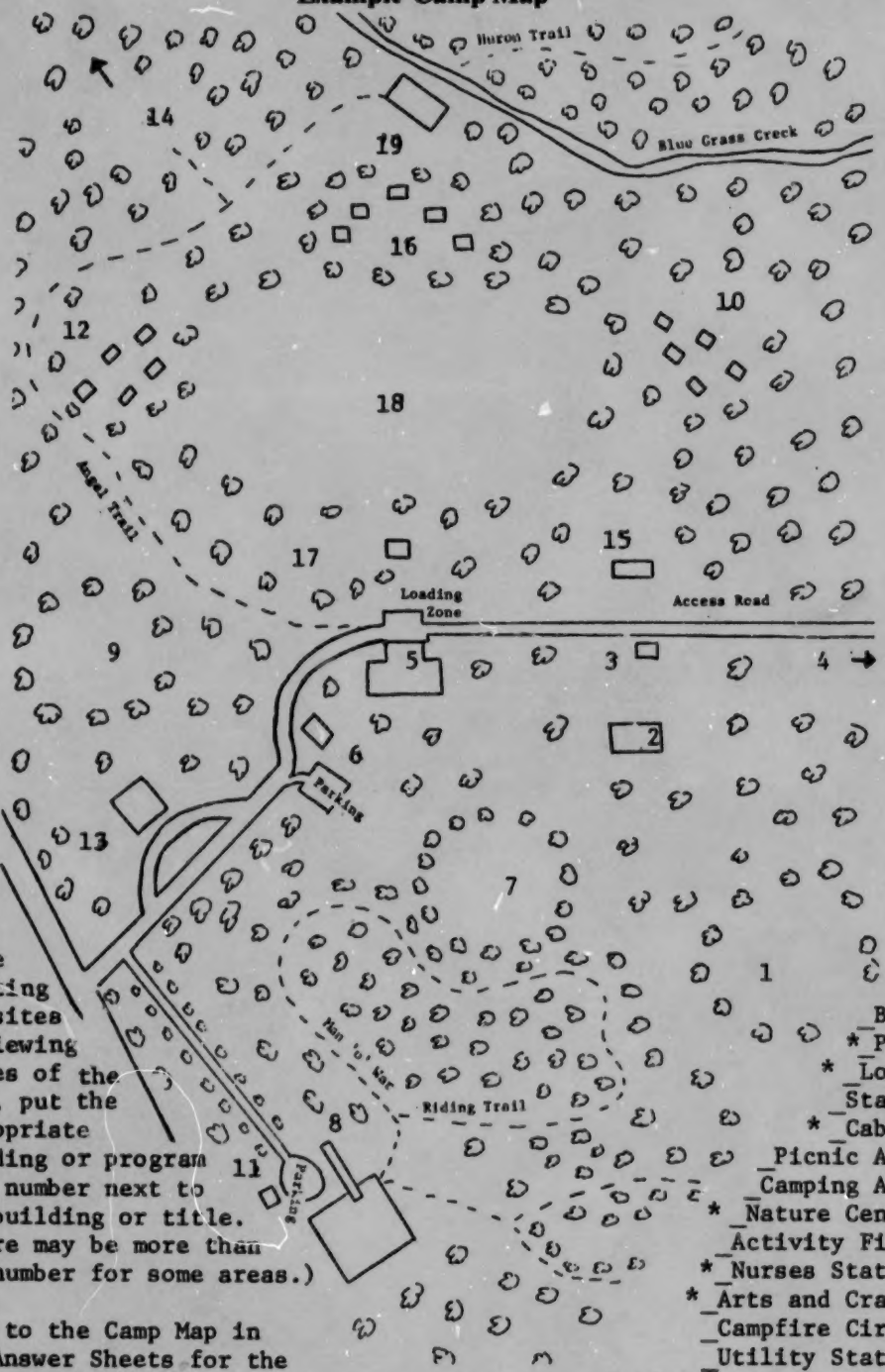
Mitchell, A. Viola, Julia D. Robberson, and June W. Obley. Camp Counseling. 5th ed. Philadelphia, Pennsylvania: W. B. Saunders Company, 1977.

Shivers, Jay S. Camping: Administration, Counseling, Programming. New York: Appleton-Century-Crofts, 1971.

Worksheets

Unit 3.1
Performance Objectives 1 and 2

Example Camp Map



While visiting the sites or viewing slides of the camp, put the appropriate building or program area number next to the building or title. (There may be more than one number for some areas.)

Turn to the Camp Map in the Answer Sheets for the corresponding camp map with answers.

_Barn
* _Pool
* _Lodge
_Stable
* _Cabins
_Picnic Area
_Camping Area
* _Nature Center
_Activity Field
* _Nurses Station
* _Arts and Crafts
_Campfire Circle
_Utility Station
* _Administration Office
_Maintenance/Supply Station

Unit 3.1

Performance Objectives 3 and 4

Equipment and Supply Inventory

PROGRAM AREA: _____

PERSON COMPLETING INVENTORY: _____

DATE: _____

Equipment

Item	Quantity	Manufacturer	Model No.	Condition

Supplies

Item	Quantity	Manufacturer	Model No.	Size	Needs

_____ _____

Signature of person completing inventory Date

Unit 3.1

Performance Objectives 3 and 4

Equipment Repair and Maintenance Form

_____

_____ _____

Name of Person Requesting Repair Date

Referral to: _____ Date Needed _____

Description of Item(s) and Needed Repair(s) or Maintenance: _____

_____

_____

_____

_____

_____

_____

_____

_____ _____

Signature of person requesting repair Date

Approved: _____ _____

Signature of appropriate staff Date

Work completed by: _____ _____

Signature Date

Unit 3.1

Performance Objectives 3 and 4

Equipment/Supply Requisition Form

_____ _____
Name of person requisitioning supplies Date

Item/Number	Reason for Request	Price

Will be Ordered From: _____

Payment: Cash: _____ Charge: _____

_____ _____
Signature of person requisitioning supplies or equipment Date

Approved: _____ _____
Signature of appropriate staff Date

Module 3

Camp Program Planning and Leadership

Unit 3.2

Program Planning and Development

Content Outline

I. Determine Program Structure

- A. Review and Assess Camper Data
- B. Develop Individual Camper Objectives
- C. Develop Unit Program Objectives

II. Develop Program Plan

- A. Determine Unit Activities
- B. Determine Activity Resources and Requirements
- C. Determine Unit Schedule

Trainee Information

There are twelve (12) objectives which you must be able to do in this unit before going on to Unit 3.3, Program Operation. To help you complete the objectives, a variety of activities have been planned. A written test must be passed to successfully complete this unit.

Unit 3.2

Performance Objective

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

5. Given a specific camper or case study of a camper, identify specific physical, personal, social and leisure development needs (2-3 of each) that are compatible with the philosophy of the camp.

Trainee Information

To help you accomplish performance objective 5, you must complete 1a or 1b and 1c or 1d. If specific activities are not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Select 1a or 1b

1a. Review camper records and information for those campers assigned to you. Identify the needs of the campers and discuss with supportive personnel and resource people the needs you identified.

or

1b. In small groups, review and discuss the case studies found in the readings. Determine the needs of the campers in relationship to your camp's philosophy and objectives or the description found in the reading. Write a brief needs statement for each case study identifying specific physical, personal, social and leisure development needs of each camper.

and

Select 1c or 1d

1c. Attend a lecture given by a physician, psychologist, or other informed professional regarding needs of campers. Create "life roles" depicting these concerns and needs; then role play these characteristics and discuss your observations.

or

Unit 3.2

1d. With two or three other staff members, review literature on disabilities, behavioral characteristics, and needs (Maslow, Erickson), compare these views with statements in camp records and staff logs from previous years. Write a short summary of major needs and interests as discussed within your group.

Unit 3.2

Performance Objective

6. While observing a camper participate in an activity, record behavioral observations on the assessment form provided.

Trainee Information

To help you accomplish performance objective 6, you must do both of the following activities.

Learning Activities

Select 2a and 2b.

2a. Read the material on observing and recording behavior found in the readings. In small groups discuss (1) when are good times for observing camper behavior, (2) specific behaviors of which a camp counselor should be aware, (3) what situations or activities might provoke certain behaviors, etc.

and

2b. While someone leads an activity, practice observing and recording the behavior of the participants on the assessment form found in the worksheets.

Unit 3.2

Performance Objectives

7. Given a list of possible camp activities, discuss with campers the campers' interests, likes and dislikes.

8. Following a role playing experience involving "parent, camper and counselor," identify at least three concerns of the parents regarding their child's camp experience.

Trainee Information

To help you accomplish performance objectives 7 and 8, you must do 3a and 3b or 3c or 3d. If specific activities are not designated by the trainer, you should choose and complete 3a and one other activity.

Learning Activities

Select 3a.

3a. Develop an interest sheet for campers. Have another person complete it and discuss the person's interests with him. Write a 1-2 page paper describing this person's interests, including how often he does the activity, his skill level, etc.
NOTE: Program Specialists should develop checklists for their specialty area, all other checklists should be general.

and

Select 3b or 3c or 3d.

3b. After reviewing available background information, informally question or interview former campers and their parents to discuss why they attend camp and what they seem to enjoy most.

or

3c. Listen to tapes of campers and their parents expressing concerns regarding the camp experience. Analyze and discuss your observations.

or

3d. After reviewing available background information, role play selected case studies and analyze concerns of parents and campers regarding the camp experience.

Unit 3.2

Performance Objective

9. Given a camper case study with assessment information, write a minimum of two camper objectives for each of the following areas: physical, personal, social and leisure development.

Trainee Information

To help you accomplish performance objective 9, you must do 4a or 4b and 4c. If specific activities are not designated by the trainer, you should choose and complete 4c and one other activity of your choice.

Learning Activities

Select 4a or 4b.

4a. Read "Writing Behavioral Objectives" found in the readings. Also, complete the worksheets which provide you with practice in writing performance objectives. Then in small groups discuss any problems you had writing them and review the process of writing objectives for campers.

or

4b. After participating in an instructional session on the development of objectives, practice writing individual camper objectives.

and

Select 4c.

4c. Using the campers you determined needs for (performance objective 5) and other assessment information provided by your trainer, write a minimum of two (2) camper objectives for each of the following areas: physical, personal, social and leisure development.

Unit 3.2

Performance Objective

10. Given camper medical reports, functioning levels and available assessment information for a unit of campers, write a minimum of 5-8 unit objectives compatible with camper interests and abilities and camp philosophy and goals.

Trainee Information

To help you accomplish performance objective 10, you must do one or more of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

Select 5a or 5b.

5a. Using the same camper population as used in performance objectives 5 and 9, and based on available activities and leadership resources, write five (5) to eight (8) unit objectives.

or

5b. Participate in an individual or a group assessment of campers. Based on the information gathered, write unit objectives and complete a written report using as a reference "Group Diagnosis and Planning from Where They're At" by Marty Bogan found in the readings.

Unit 3.2

Performance Objectives

11. Given four unit objectives, analyze each objective and state at least two activities per objective that would enable the camper to demonstrate the desired behavior.

12. Given the camp specialty areas, select those areas offering the activities which accomplish the unit objectives.

Trainee Information

To help you accomplish performance objectives 11 and 12, you must complete the following activities: 6a or 6b or 6c and 6d. If specific activities are not designated by the trainer, you should choose and complete 6d and one other activity of your choice.

Learning Activities

Select 6a or 6b or 6c.

6a. Determine for each program site a list of possible activities by using inventory sheets and program staff assistance, i.e., brainstorming. From a list of identified unit objectives, identify activities likely to satisfy objectives.

or

6b. Using the unit objectives developed for performance objective 10, state two (2) activities per objective which allows the camper to demonstrate the desired behavior.

or

6c. List activities which will meet individual camper objectives. Develop a priority list based on unit objectives.

and

Select 6d.

6d. With the program staff or other camp counselors, discuss activities which you will be responsible for offering. Then determine activities for your listed objectives.

Unit 3.2

Performance Objectives

13. Given 2-4 unit activities, identify for each the following needs which must be met to complete the activity for a selected group of campers: time, space, camp area/facility, staff skill and number, equipment and supplies, and camper skill.

14. Given a blank master camp schedule and a list of unit activities, (a) write a unit schedule including unit living activities, program specialty areas and special unit programs, and (b) turn the completed schedule into the appropriate person.

*15. Given a master camp schedule, identify the available times for you to conduct special activities or programs.

Trainee Information

To help you accomplish performance objectives 13 and 14, you must do learning activities 7a and 7b or 7c or 7d. If a specific activity is not designated by the trainer, you should choose and complete 7a and one other activity of your choice.
*Performance Objective 15 is optional except for staff who are responsible for program areas. If you are completing performance objective 15, you must do learning activities 7e or 7f.

Learning Activities

Select 7a.

7a. Using the unit activities you developed for performance objective 11, determine the following items in order to complete the activity: time needed, space, camp area or facility, number of staff necessary, staff skill level, equipment and/or supplies needed and camper skill level.

and

Select 7b or 7c or 7d.

7b. Design a unit program for a session from a presented master schedule of camp activities.

or

7c. Request and review previous camp schedules and program times. As you read, take notes which will help you develop a unit schedule.

Unit 3.2

or

7d. Using your camp's schedule for daily activities or the one found in the readings, write a unit schedule including unit living activities, program specialty areas and special unit programs. Use the breakdown of schedule for daily activities and the checklist for daily program schedule found in the worksheets to ensure your planning is thorough. Turn the completed schedule in to the appropriate person for review.

Select 7e or 7f.

7e. Create an activity schedule to be distributed to the camp staff. Include information on the type of activities and time schedule. Your instructor, after reviewing it, may want to use it as a model for other camp programs.

or

7f. The area of special programs offers a variety of creative opportunities. You might wish to plan a series of activities incorporating several camp programs, i.e., arts and crafts, aquatics, creative dramatics, etc. Talk with your trainer about this and other such ideas.

Unit 3.2

Performance Objective

16. List a minimum of five unexpected factors that could necessitate the modifications of a unit program plan.

Trainee Information

To help you accomplish performance objective 16, you must do one or more of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

Select 8a or 8b or 8c.

8a. Individually discuss program plan alternatives with the program director. When and what program alternatives should be planned?

or

8b. Discuss and react to given incidences which would require modification of plans. For each incident, suggest steps to be taken. Simulate activities and problem solving of selected incidences.

or

8c. List possible unit activities as determined by unit program objectives. Prepare an alternate list of activities for unexpected factors, i.e., rainy days or unexpected events.

Enriching Activities

(The enriching activities are planned for the trainees who have experience with program planning. These activities allow them to use their past training to help others, or as a basis to increase their knowledge.)

1. Read additional special projects idea books (arts and crafts, painting, dramatics, etc.) and assemble a file of each area containing at least ten different projects.

2. Attend county and state fairs, arts and crafts festivals, exhibits and community education programs. Write down new ideas which you think would be appropriate for camp.

Unit 3.2

Evaluation Criteria

You must complete the post test for Unit 3.2 with 90% accuracy before going on to Unit 3.3.

References

Berger, H. Jean. Program Activities for Camps. 2nd ed. Minneapolis, Minnesota: Burgess Publishing Company, 1969.

Bogan, Marty. "Group Diagnosis and Planning from Where They're At," Expanding Horizons in Therapeutic Recreation II. Office of Recreation and Park Resources: University of Illinois at Champaign-Urbana, 1974, pp. 71-75.

Gronlund, Norma E. Stating Behavioral Objectives for Classroom Instruction. Toronto, Canada: The MacMillan Company, 1970.

Hartwig, Marie and Bettye Myers. Camping Leadership: Counseling and Programming. The C. V. Mosby Company, 1976.

Mager, Robert F. Preparing Instructional Objectives. 2nd ed. Belmont, California: Fearon Publishers, Inc., 1975.

Mitchell, A. Viola, Julie D. Robberson, and June W. Obley. Camp Counseling. 5th ed. Philadelphia, Pennsylvania: W. B. Saunders Company, 1977.

Padzensky, Herbert R. and Jane Gibson. Goalguide: A Minicourse in Writing Goal and Behavioral Objectives for Special Education. Belmont, California: Fearon Publishers, Inc., 1975.

Shea, Thomas M. Camping for Special Children. St. Louis: The C. V. Mosby Company, 1977.

Wheeler, Alan H. and Wayne L. Fox. Managing Behavior, No. 5. A Guide to Writing Instructional Objectives. Lawrence, Kansas: H. & H. Enterprises, Inc., 1977.

Readings

Unit 3.2

Performance Objective #5

Camp Goldenrod *

Philosophy

Camp Goldenrod adheres to the philosophy that disabled individuals have a right to the same camping experiences that are available to others. An emphasis is placed upon the healthy aspects of the individual rather than the disability. However, the disabled campers are taught to accept their limitations and develop realistic attitudes toward their capabilities in order to maximize their potential.

The residential camp setting offers a twenty-four hour living experience which can provide the campers with numerous opportunities to develop more fully as healthy individuals. Camping provides an opportunity to broaden horizons through informal, enjoyable, adventurous activities. The health and safety of each camper is emphasized in all facets of the program at Camp Goldenrod. The basic philosophy of Camp Goldenrod is to provide a quality residential camping program for the physically disabled which will present them with an opportunity to broaden their horizons and grow as an individual through an experience which is enjoyable and provides adventure and challenge. In addition, Camp Goldenrod works with the campers to help them move toward regular camp programs; a segregated program is continued, only, if it is in the best interests of the individual.

*Camp Goldenrod is a fictitious camp created by Project REACH.

Unit 3.2 **Camp Goldenrod***

Objectives

Camp Goldenrod's objectives, which are presented in the following section, are consistent with the camp's overall philosophy.

. To provide a challenging and enjoyable experience of group living in the out-of-doors.

. Provide an opportunity to learn to appreciate one's self and others.

. To develop an understanding and appreciation of nature.

. To develop an understanding of democratic and community living.

. To educate for the constructive use of leisure time.

. To develop leisure skills which have carry-over value into the camper's home life.

. To provide a safe environment in which the camper can function.

. To develop an understanding of good health habits and to support individual hygiene.

. Gain tolerance.

. Learn new skills.

. To assist the camper in accepting his/her limitations by developing his/her skills.

. To provide opportunities for success while not eliminating the reality of failure as a part of real life experiences.

. To develop social skills (how to get along with others) and provide the opportunity to function as a group member.

. To encourage camper independence and responsible behavior.

. To provide experiences which involve the physically handicapped campers with able-bodied campers.

Unit 3.2

Performance Objective 5

Case Studies

1. Julie is a nine year old child with spinal bifida. She is an only child and is overprotected by her parents. This is her first time away from home.

2. Bill is a severely disabled cerebral palsied teenager. He uses a "head pointer" and "communication board" to talk with. He enjoys people and writing poetry and stories. He is in a wheelchair and requires assistance in many ADL skills.

3. Peggy is a very personable 12 year old with a congenital amputation of the lower left leg. She will try anything once and loves camp, having attended for the past 5 years.

4. Brian is a 14 year old who with his brother, Bob, has been coming to camp for a long time. Both boys have Amyotonia Congenita but Bob died last spring. Brian did not really want to come to camp this summer, but at the last minute decided to come.

5. Johnny is a seven year old upper bilateral amputee. He has never been to camp before but is very excited. He is a pleasant, happy child but is worried about having to wear his shoes all the time.

6. Jason is 10 years old and a camp favorite. He has been coming to camp since he was 7. He had a brain tumor removed when he was five which affected his speech and mobility. He is a delightful, mischievous camper always looking for new experiences.

Unit 3.2

Performance Objective 6

Observing and Recording Behavior

When studying an individual's behavior, our two primary concerns are:

1) What behavior is actually exhibited in a particular situation?
2) What was the reason behind the behavior?

Generally, the record of an individual's behavior should present an accurate and complete picture of that behavior. Anyone reading the account should be able to draw the same picture as the actual observer.

The following is a brief sketch of "Do's" and "Don'ts" to remember when observing and recording behavior.

I. Do's

A. Observe and record the time, place and duration of the behavior.
B. Record the actual dialogue exchanged during the incident(s).
C. Give a description of the situation in which the behavior was exhibited.
D. Include the relationships involved. (For example: counselor-camper, camper-camper, etc.)
E. Record the full details concerning the behavior exhibited.
F. Note any particular relevant facts concerning the individual or the situation.

II. Don'ts

A. Interpret
   1. Do not make inferences about motivations. (For example: he wanted to, he felt, he thought, etc.)
   2. Do not make inferences about covert behavior. (For example: she was daydreaming, she was thinking, etc.)
   3. Do not infer other theories about behavior, such as describing behaviors in terms of habits or the individual's nature.

B. Label
   1. Do not use "trait" names to describe behaviors. (For example: possessive, tempermental, honest/dishonest, lazy, introvert/extrovert, etc.)
   2. Do not use psuedo-descriptive summaries of behaviors. (For example: shy, aggressive, rigid, stubborn, inattentive, etc.)

Unit 3.2

3. Avoid emotionally-loaded evaluations of behavior.

C. Evaluate
   1. Avoid evaluations based on your feelings. (For example: spoiled brat, well-behaved, poor sport, dumb, problem child, etc.)
   2. Do not reflect your impressions of observers. (For example: likeable, friendly, nasty, cooperative.)

D. Use psuedo-descriptive terms
   Avoid using terms that only seem to describe. (For example: frequently, later, close, far, large, small, etc.)

Theorizing, interpreting and labeling are sometimes necessary and convenient. Evaluating behavior and having our feelings affected by that behavior is inevitable. However, these processes must not be confused with describing actual behavior. Keep in mind that you are attempting to record a factual account of an individual's behavior. Often an observer's behavior will not be particularly dramatic or spectacular, yet your job is to record the behavior as it is demonstrated.

It will help you in this task, if you are aware of the types of behaviors you should be looking for. Using the list below as a guide, you should try to remember the incidents that occurred during the day. Then jot down your observations in the form of specific and concrete anecdotes.

Things to Observe

I. Attitudes Toward Adults

A. The camper's relationship towards you.
   1. Does he accept you as a leader?
   2. Are his actions toward you realistic, or does he act as if you are some other figure such as a mother, father, etc.?
   3. Is he sure of you, or does he demonstrate the fear of losing your attention?
   4. Does he try to show you that he likes you or hates you? How?

B.
   1. In which situations is he easy to handle?
   2. In which situations is he unmanageable?
   3. How does he react to praise? To criticism?
   4. Does he try to atone wrong behaviors?
   5. How long does your influence over him last?
   6. What kind of relationships does he form with other adults/leaders?

Unit 3.2

II. Attitudes Toward Peers

A. Does he get along well with other campers?
   1. What is the root of most of his conflicts?
   2. Who are his best friends? Worst enemies? Why?
   3. Does he like being with the group, or alone?

B. How do other campers respond to him?
   1. Is he popular, ignored, or rejected? Why?
   2. Is he afraid of, admired or liked by, jealous of, etc. any particular camper(s)? Who?
   3. How does he act in regard to his property?

C. Attitude in a Group
   1. When in a group does he assume any of the following roles: leader, clown, bully, loner, scapegoat, etc.?
   2. What happens when he receives group pressure, group acceptance or group rejection?
   3. Is he aware of his place in the group?
   4. Does he take pride in group achievement?

D. Likes and Dislikes
   1. What does he say he likes and dislikes? Does this correspond to what he actually participates in?
   2. What does he try to avoid?
   3. How long can he attend to an activity? Does it depend on the activity? When does he attend best?
   4. What is he good at?
   5. Can he assist another camper in an activity? Which one? When?
   6. Does he daydream? What about? When?
   7. Is he afraid of the dark, ghosts, larger children, other counselors, etc.?

E. Self-Concept
   1. What does this child think of himself?
   2. How is he disabled? How does it affect him?
   3. Is he oversensitive?
   4. Does he "use" his disability to get assistance or sympathy from someone else?

Do not feel you must answer all of these questions or limit yourself to just these questions. These questions should assist you in observing children and also serve as samples to help you develop your own questions.

Unit 3.2

Performance Objective 9

Writing Behavioral Objectives

Behavioral objectives are the foundation of the camp instructional program. They define specific behaviors based on the goals and philosophy of your camp. When clearly stated, they help the camp counselor select activities and materials, communicate what is to be learned and evaluate whether or not learning has taken place.

The process of writing behavioral objectives is not a difficult one to learn. A camp counselor can write a behavioral objective which tells exactly what campers must do to successfully complete a task if he remembers three factors:

1. behavior,
2. conditions for performance and
3. criteria for completion.

The easiest way to learn to write behavioral objectives is to practice each part independently and then put all three together to form a behavioral objective. The first step is to identify behavior which must be observable rather than implied. Examples of verbs which could be used in writing behavioral objectives for campers include:

General Behaviors

Apply	Demonstrate	Listen	Pick	Use
Choose	Describe	Locate	Place	Write
Collect	Detect	Match	Point	
Comprehend	Identify	Perform	Speak	
Create	Indicate	Omit	Select	
Define	List	Order	Separate	

Body Movement

Bend	Grab	Kick	Run	Walk
Carry	Grasp	Leap	Skate	
Chase	Grip	March	Skip	
Climb	Hit	Pull	Stand	
Crawl	Hop	Push	Step	
Float	Jump	Roll	Stretch	

Manipulative Skills

Bat	Lift	Skate	Write
Build	Pin	Stick	
Catch	Pitch	Swim	
Color	Pour	Throw	
Cut	Roll	Toss	
Draw	Saw	Trace	

Unit 3.2

Self Management

Brush	Comb	Fasten	Shave	Unzip
Button	Cover	Fill	Taste	Wait
Chew	Dress	Go	Tie	Wash
Choose	Drink	Hang	Unbutton	Wear
Clean	Eat	Iron	Uncover	Wipe
Clear	Eliminate	Lace	Undress	Zip
Close	Empty	Stop	Untie	

Communication

Alphabetize	Name	Repeat	State
Call	Outline	Say	Talk
Count	Pronounce	Select	Tell
Copy	Print	Sign	Underline
Describe	Read	Speak	Write
Label	Recite	Spell	

Arts and Crafts

Assemble	Dot	Illustrate	Press	Stamp
Blend	Draw	Melt	Roll	Stick
Brush	Drill	Mix	Rub	Stir
Build	Fold	Mold	Sand	Trace
Carve	Form	Nail	Saw	Trim
Color	Frame	Paint	Sculpt	Varnish
Construct	Hammer	Paste	Shake	Wipe
Cut	Handle	Pat	Sketch	Wrap
Dab	Heat	Pour	Smooth	

Drama

Act	Display	Leave	Perform	Turn
Clasp	Enter	Move	Show	
Cross	Exit	Pantomine	Sit	
Direct	Express	Pass	Start	

Leisure

Catch	Read	Swing
Create	Shoot	Throw
Join	Sing	Visit
Paint	Sit	Walk
Play	Swim	Watch

Social Behaviors

Accept	Choose	Forgive	Participate	Thank
Agree	Communicate	Greet	Permit	Volunteer
Aid	Compliment	Help	Persist	
Allow	Contribute	Interact	Praise	
Answer	Cooperate	Invite	React	
Argue	Dance	Join	Share	
Ask	Disagree	Laugh	Smile	
Attempt	Discuss	Meet	Stop	
Attend	Excuse	Obey	Talk	

Unit 3.2

Each example provides a starting point from which to define a performance that could easily be observed by any camp counselor and would not be open to interpretation.

To check whether you can select a behavior, complete the Practice Exercise by underlining the observable behavior.

Practice Exercise

Using the lists provided as examples, find and underline the observable behavior

1. Using both hands, the camper will bounce a basketball for 10 seconds without losing control of the ball.
2. In ten attempts, the camper will tie his shoelaces in a bow without assistance 8 out of 10 times.
3. Given a glass and half-pint carton of milk, the camper will pour the milk into the glass without spilling.
4. Each time he is asked, the camper will put on and successfully button or zip his coat without assistance.
5. When asked, the camper will hop on one foot five consecutive hops.

The behaviors you underlined should have been:

1. will bounce a basketball
2. will tie his shoelaces in a bow
3. will pour milk in a glass
4. put on and button or zip his coat
5. hop on one foot

Each of these behaviors could be <u>seen</u> by any camp counselor.

The second part of the behavioral objective is the condition, which tells the "what," "where," "when" and "how" the camper will complete the behavior. These may be stated as "givens" under which the camper will perform the task. Conditions may be stated as:

1. Time
   Examples: within one minute at regular intervals, or during the class period, or when asked
2. Allowances
   Examples: using paper and pencil, or given a ball and bat, or with assistance, or with references
3. Restrictions
   Examples: from memory, or without assistance, or without losing balance, or with only one hand
4. Combination of time, allowances and restrictions
   Examples: from memory and using a paper and pencil, or within one minute, and without assistance

Now, return to the Practice Exercise and circle each condition

Unit 3.2

The answers you circled should have been:

1. using both hands for 10 seconds
2. in 10 attempts without assistance
3. given a glass and a half-pint carton of milk
4. each time he is asked, without assistance
5. when asked

The third part of the behavioral objective is the criterion. Criteria are usually expressed as:

1. Percent or number correct
   Examples: 90 percent accuracy,
   4 out of 5 correct,
   at least 5 times,
   successfully (implies 100 percent).
2. Time limits
   Examples: immediately,
   within one minute,
   during the class period.
3. Qualitative descriptors
   Examples: to the satisfaction of the instructor,
   to the standards outlined by the instructor,
   grammatically correct,
   neatly written.

Return to Practice Exercise and use a double underline to mark the criterion for performance.

The answers you should have marked were:

1. without losing control of the ball
2. 8 out of 10 times
3. without spilling (implies 100 percent accuracy)
4. successfully (implies 100 percent accuracy)
5. five consecutive hops

Look back at the Practice Exercise. Notice that the entire sentence has been divided into three parts. For further practice and to be sure you can identify all the parts needed to write a performance objective, complete the performance objective worksheet.

Unit 3.2

Performance Objective 10

Diagnosing Groups and Planning from Where They're At

Marty Bogan

The Activity Therapy Program at the University of Chicago Department of Psychiatry has two focuses. The first focus is on general recreation or leisure-time activities; the second is on therapeutic activities designed with treatment objectives based upon a diagnostic assessment. General recreation is nonspecific therapy; therapeutic activities reflect a very specific, goal-directed therapy.

This paper presents a four-step method for designing specific therapeutic group activities: group assessment, formulating objectives, prescribing activities, and criticizing.

I. Group Assessment

Assessment is a diagnostic process in which individual interaction profiles and group-as-a-whole assumptions are examined and formulated into a working diagnostic statement. Criteria are collected from selected observations and assumptions about the group. These data are put together into a logical pattern explaining the nature of what we are dealing with and relating it to what should and can be done.

The individual interaction profile examines the age and energy level as well as the attributes of fight-run, dependency, leadership, and isolation.

Energy Level - Ranked subjectively on a one-to-five point scale. Select one:

1 = No energy available
2 = Little energy
3 = Average
4 = Active
5 = Hyperactive

Reprinted with permission of Expanding Horizons in Therapeutic Recreation II. Office of Recreation and Park Resources: University of Illinois at Champaign-Urbana, 1974, pp. 71-74.

Unit 3.2

Fight-Run - When the individual is confronted with a problem, does he usually fight or does he run? Withdrawal, denial, and flights are forms of running. Choose either:

Fight Run

Dependency - Choose one:

Independent - the individual behaves in a self-reliant way.
Dependent - the individual behaves as if he were dependent on someone else.
Counterdependent - the individual is really dependent but behaves as if he were superindependent.

Leadership - Identify positive and negative leaders.

Isolates - Identify isolates.

Special or unusual characteristics - Postulate the group-as-a-whole assumptions.

The group wish - Determine the collective wish shared by most of the group. What would this group like to be or do?

The group fear - Determine the collective fear that is preventing the wish from taking place.

The group mood - Determine the dominant emotion (anger, joy, apathy, etc.)

Stage of Development - Determine the stage of group development (beginning, middle, end, etc.). Is there anything significant in the group's history?

A working diagnostic statement should be compiled from the individual interaction profiles and the group-as-a-whole assumptions.

II. Formulating the Objectives

Ideally people should decide for themselves what they want to do, and then devise their own systematic procedures for achievement. The therapist can help the group to define objectives, i.e., the particular ends it will pursue collectively, or he can define the objectives for the group. Since the therapist has considerable control over the group's concrete objectives and what activities it will engage in, he can

attempt to define group purposes so that they are consistent with the goals of the individuals. The establishment of objectives is the heart of this method. Objectives are based upon the working diagnostic statement and they must be attainable, desirable, and controllable.

Objectives should be stated in terms that define the desired terminal behavior and that specify the kind of behavior that will be accepted as evidence that the group has achieved the objective. Objectives are statements about the desired end. Terminal behavior is defined by identifying the observable act that will be accepted as evidence that the group has achieved the objective. Questions that can be asked to further clarify the objectives are:

1. Does the statement describe what the group will be doing when members demonstrate they reach the objective?
2. Does the statement describe the important conditions under which the group will be able to demonstrate its achievement of the objective?
3. Does the statement indicate how the group will be evaluated?

Objectives can be formulated in cognitive, motoric, or affective terms. Cognitive objectives describe what is thought (thinking). Motoric objectives describe what is done (doing). Affective objectives describe what is felt. All three are interrelated, but the focus should be on one as the primary target objective.

III. Prescribing Activities

The aim of prescribing activities is to create a psychologically effective sequence of activities through which the specific objectives of the group will be achieved. The activity, then, is the means to achieve the desired end (objective). The task is to select activities with maximum impact in the desired direction.

Often the therapist must design his own activity or modify an existing one. Therefore, it is essential for the therapist to be able to assess which features of an activity are likely to result in what behavior. Different activities require different behavior patterns from their participants.

When selecting activities to achieve treatment objectives one must examine the terminal behavior required. Does the activity demonstrate this terminal behavior? If so, then use the activity.

Unit 3.2

IV. Criticizing

The last step is the critique. It means evaluating the entire process of "diagnosing groups and planning from where they are at." The most important question is "Were the objectives reached?" If not, why not? Evaluation may be done quite subjectively, or it may be done in a planned, scheduled, objective manner. Success cannot be determined without some method of criticizing.

References

1. Bion, W. R. Experiences in Groups. New York: Basic Books, 1959.

2. Whitaker, D. S., and Lieberman, M. S. Psychotherapy Through the Group Process. New York: Altherton, 1964.

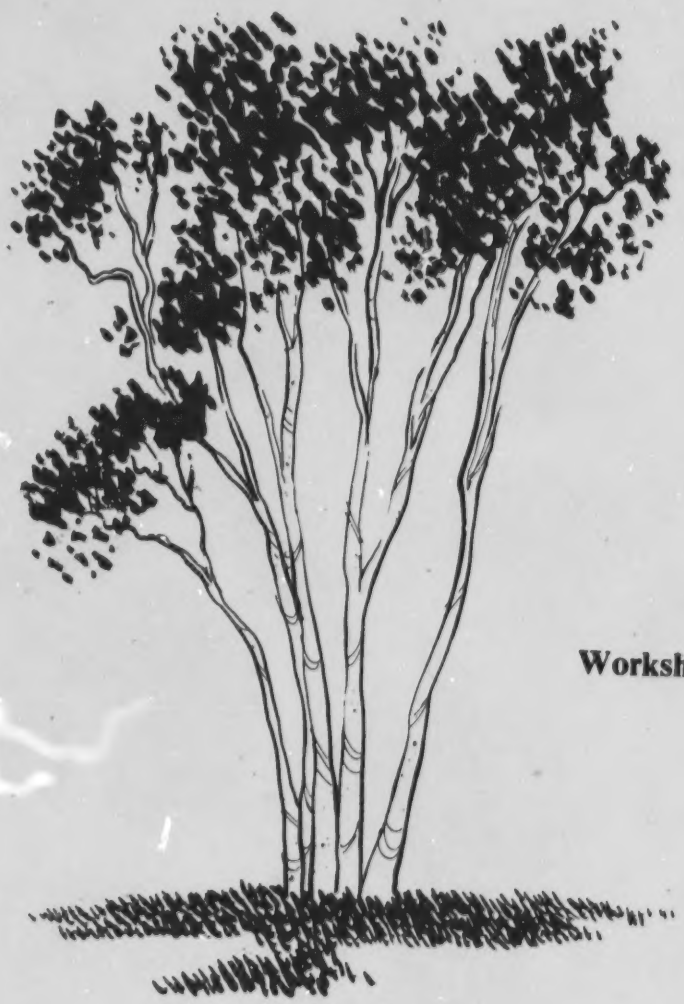
3. Mills, T. The Sociology of Small Groups. New York: Prentice Hall, 1967.

Unit 3.2

Performance Objectives 13 and 14

Camp Goldenrod
Daily Camp Schedule

Time	Activity
7:00	Wakeup - wash (personal hygiene), dress, make bed (housekeeping)
8:00	Breakfast
8:45	Flag raising - campers assemble outside dining hall
9:00	Clean up and sick call
9:30	Programs open
11:45	Program areas close - clean up for lunch
12:00	Lunch
1:00	Rest period
2:00	Program areas open
5:00	Program areas close
5:15	Flag lowering
5:30	Dinner
6:15	Free time - set up evening program
7:00	Evening program: all camp or small group
8:15	Infirmary and to cabins
9:30	Camper taps - lights out



Worksheets

Unit 3.2

Performance Objective 6

Client Assessment*

Developed by Marica Jean Carter for Therapeutic Recreation classes.

Directions: Check the behaviors observed, and for each area, identify two observed actions.

Observation Guide

I. General Functioning

_____ Seeks attention
_____ Withdraws (passive, regressed)
_____ Depressed
_____ Hyperactive
_____ Aggressive
_____ Manipulative
_____ Anti-social
_____ Appropriate responses
Relationship to:
_____ peers
_____ leaders
Reaction to:
_____ success
_____ failure
_____ structure/limits

Observations: _____
_____
_____
_____
_____

II. Behaviors

A. Motor

_____ Restless
_____ Sluggish
_____ Awkward
_____ Difficulty distinguishing right, left, up, down, in, out
_____ Relatively at ease
_____ Lacks hand-eye or eye-foot coordination
_____ Mastery of basic motor skills (run, jump, kick, hit, catch, throw, skip, hop)

*Reprinted with permission of author

Unit 3.2 continued

Observations: _____
_____

B. Cognitive _____
_____

_____ Identifies color
_____ Identifies basic words (stop, go, men, women, danger)
_____ Understands verbal directions
_____ Distinguishes size, shapes, numbers, measurements
_____ Aware of time concept
_____ Aware of property value
_____ Forgetful
_____ Poor judgment
_____ Attention to detail, not main idea
_____ Poor concentration
_____ Difficulty "catching on"

Observations: _____
_____

C. Emotional/Social _____
_____

_____ Enthusiastic
_____ Self-conscious
_____ Impolite
_____ Mischevious
_____ Anxious
_____ Gives in easily
_____ Blames others for mistakes
_____ Feelings easily hurt
_____ Stubborn/argumentative
_____ Cooperative
_____ Attachment to other participants or staff
_____ Complains
_____ Self-control
_____ Shares
_____ Obedient
_____ Honest

Observations: _____
_____

D. Communication _____
_____

_____ Daydreams
_____ Dwells on the past
_____ Self-depreciative
_____ Indecisive
_____ Over critical

Unit 3.2

_____ Uses strange/inappropriate words
_____ Over talkative
_____ Vulgar
_____ Logical
_____ Nonsensical
_____ Eye contact with conversation
_____ Expression via manual gestures
_____ Listens (responds to verbal instruction)
_____ Perseverates
_____ Volume appropriateness
_____ Articulates

Observations: _____
_____
_____
_____

Unit 3.2

Performance Objective 9

Performance Objectives Worksheet

Directions: Fill in the following chart using the performance objectives found below. When you are finished, turn the page and check your answers.

Performance Objectives:

1. Given a model, the camper can complete a name tag without missing or reversing any letter of his name.
2. The camper can catch a 10 inch ball when it is tossed from the distance of 10 feet in 3 our of 4 trials.
3. The camper can use the toilet without assistance for one week.
4. During one week without being reminded, the camper will say "thank you" when given his meal tray at least 4 out of 5 times.
5. Given a baseball and glove, the camper will throw the ball at least 5 feet in the air and catch it seven times out of ten.

Condition	Behavior	Criterion

The chart you completed should look like this.

Conditions	Behavior	Criteria
1. Given a model	the camper can complete a name tag	without missing or revising any letter of his name
2. When it is tossed from the distance of 10 feet	The camper can catch a 10 inch ball	in 3 out of 4 trials
3. without assistance	The camper can use the toilet	for one week
4. During one week without being reminded when given his meal tray	the camper will say "thank you"	at least 4 out of 5 times
5. Given a baseball and glove at least 5 feet in the air	the camper will throw the ball and catch it	seven times out of ten

Always remember when writing behavioral objectives, that an objective must have three parts:

1. an observable behavior,
2. conditions of performance and
3. criteria for performance.

As practice, select one of your camps goals and write five behavioral objectives pertaining to that goal. Have your trainer check your work, and if necessary, provide suggestions to improve it.

Unit 3.2

Performance Objectives 13 and 14

Breakdown of Schedule for Daily Activities

Time	Activity	Location	Staff Member with Maj. Res.	Assisting Staff Members

Directions: Using one of the daily schedules in the text or in your staff manual as a guide, create a schedule for your unit which covers one day. Fill in the time, name of the activity, the staff member who is primarily responsible for the activity, and staff members who assist in its planning and implementing.

Example:

10:00-11:00	Swimming instructions/ Free swim	Pool	Waterfront Director	Lifeguards, asst. waterfront director and counselors

Unit 3.2

Performance Objectives 13 & 14

Checklist for Daily Program Schedule

After you fill in the schedule form, check your work by answering the following questions.

1. Did you include the following components in your schedule?

   a. Time for showers, brushing teeth, getting dressed, and undressed. etc.
   b. Housekeeping
   c. Rest time during the day
   d. All three meals
   e. Structured activities (program specialties)
   f. Informal activities (unit activities)
   g. An evening activity

2. Are the activities taking place in the right locations?

   a. Personal grooming - camper living areas and sanitation areas
   b. Housekeeping - camper living areas
   c. Rest periods - camper living areas
   d. Meals - dining hall or cook-out areas
   e. Program specialities - almost anywhere
   f. Unit activities - almost anywhere
   g. Evening activities - almost anywhere

3. Do you have the appropriate staff members listed? Check your staff manual or text for specifics.

   a. Personal grooming, housekeeping, rest periods, and unit activities - camp counselor has primary responsibility and may be assisted by assistant counselors.
   b. Meals are the primary responsibility of the food service supervisor, but camp counselors and program specialists may assist in serving and cleaning up. Camp counselors also have the primary responsibility of supervising campers during meals.
   c. Program Sepcialities are the primary responsibility of the program specialists. Camp counselors and assistant program specialists may assist.
   d. Evening activities are the primary responsibility of the camp counselors and the program specialists.

Module 3

Camp Program Planning and Leadership

Unit 3.3

Program Operation

Content Outline

I. Activity Preparation

   A. Determine Staff and Equipment Allocations

   B. Activity Leadership Pre-Planning

II. Activity Implementation

   A. Adapting Activities for the Physically Handicapped

   B. Leadership Techniques

Trainee Information

There are seven (7) objectives which you must be able to do in this unit to finish Module 3, Program Planning and Leadership. To help you complete the objectives, a variety of activities have been planned. A written test must be passed to successfully complete this unit.

Unit 3.3

Performance Objective

(The performance objectives tell you what you should be able to do to successfully complete the learning activities. Be sure to read them carefully.)

17. Given a one day unit plan of activities, a) identify needed facilities, equipment and supplies, b) complete forms used to request necessary materials and staff support or assistance and c) return forms to the appropriate person.

Trainee Information

To help you accomplish performance objective 17, you must do 1a and 1b or 1c. If specific activities are not designated by the trainer, you should choose and complete 1a and one other activity of your choice.

Learning Activities

(This is what you need to do to complete the performance objectives.)

Select 1a.

1a. Unit counselors, auxiliary staff and program specialists will identify equipment and supplies in respective areas, and demonstrate procedures for check-out, return, repair and replacement of items.

and

Select 1b or 1c.

1b. Complete equipment/supply requisition forms (reports) for three (3) activities you plan to use in programs and return to the appropriate staff member. Sample forms are provided in the worksheets.

or

1c. Simulate the checkout, use and return procedures in order to use equipment and/or supplies for a unit activity (game); all camp activity (opening campfire) and special event (cookout). Requisition forms can be found in the worksheets.

Unit 3.3

Performance Objective

18. Identify three (3) roles of subordinate staff (volunteers, junior counselors, CIT's, others) in program planning. You should consider number of staff, interests, strengths and experiences in the delegation of tasks.

Trainee Information

To help you accomplish performance objective 18, you must do one or more of the following activities outlined for each objective. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

Select 2a or 2b or 2c.

2a. Simulate a program planning meeting. Identify three (3) roles subordinate staff can play in planning and implementing the activities.

or

2b. With unit staff, review the sections in your staff manual on staffing, program, areas and facilities and operating procedures. As you read, refer to the performance objective to make sure you are focusing on the appropriate information.

or

2c. Read Gibson, P. R., Chapter III, "Focus on Identification" from Camping Intergrouping, found in the readings and discuss group process.

Unit 3.3

Performance Objective

19. Given a specific activity and a description of participants and staff, list the considerations and steps to be taken in preparation for activity leadership.

Trainee Information

To help you accomplish performance objective 19, do 3a or 3b and 3c. If specific activities are not designated by the trainer, you should choose and complete 3c and one other activity of your choice.

Learning Activities

Select 3a or 3b.

3a. Read the handout entitled "Considerations for Activity Leadership", found in the readings.

or

3b. Individually or in small groups, practice using the steps for activity leadership.

and

Select 3c.

3c. Using the same group of campers used throughout unit 3.2 and the same staff, choose an activity and list considerations and steps to take to prepare for activity leadership. Then meet in small groups and review your chosen activity considerations and steps.

Enriching Activity

[The enriching activities are planned for the trainees who have experience with program operations. These activities allow them to use their past training to help others or a basis to increase their knowledge.]

1. Role play behaviors that inhibit and encourage group cohesion and goal seeking. Inhibitors: blocking, aggression, seeking, recognition, withdrawing, dominating. Positive forces: listening, delegating responsibility, sensitivity (social awareness), security feelings, confidence, expectations, attitude sharing, interdependence in need satisfaction, accepting, and compatability of individual and group goals.

Unit 3.3

Performance Objective

20. Given two camp activities, task analyze each to determine a) skill sequence, b) alternate leadership and activity techniques/methods to individualize activities, c) equipment/supply alternatives and d) space and time allocations.

Trainee Information

To help you accomplish performance objective 20, you must do one or more of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

Select 4a or 4b or 4c or 4d.

4a. Read professional literature on activity and task analysis and individually task analyze specific camp activities, unit activities, all camp (special events) and mandatory activities.

or

4b. Attend a lecture/discussion on task analysis. After the lecture, task analyze a camping activity in which you are interested, i.e., swimming. Include in this activity: (1) tasks required in activity by identifying each skill, skills needed for each task, and steps necessary to complete tasks; (2) equipment to be used; (3) level of functioning of camper; (4) space and time needed to perform activity; and (5) ways the activity could be adapted to meet camper's abilities and needs.

or

4c. Practice identifying skill sequences (task analysis) for selected camp activities: outdoor tools, cooking progression, handarts projects, nature study.

or

4d. Interview an expert who has knowledge pertaining to physical disabilities. After he/she has answered your questions, develop a camping activity for someone who has a disability.

Unit 3.3

Performance Objectives

21. Given a description of a camper participating in an activity, identify three areas where change or assistance is needed.

22. Identify three ways in which a selected camp activity may be modified to meet the needs of the camper.

Trainee Information

To help you accomplish performance objectives 21 and 22, you must complete the following activities: 5a or 5b or 5c and 5d or 5e or 5f. If a specific activities are not designated by the trainer, you should choose and complete the ones of your choice.

Learning Activities

Select 5a or 5b or 5c.

5a. After role playing representative disabilities in specific camp activities, develop modification techniques.

or

5b. Either role play, view videotapes or appropriate audiovisuals to analyze activity participation and needed modifications.

or

5c. Conduct field training with selected campers from previous seasons to identify activity demands and modifications.

and

Select 5d or 5e or 5f.

5d. Individually discuss with special educators, physical therapists, occupational therapists and recreation therapists procedures for activity analysis and activity modification.

or

5e. Read through the "Selection of Activity and Modification Model" (SAMM) found in the readings. Then, remove the SAMM worksheet and using SAMM, an activity, and campers of your choosing, complete the worksheet.

or

Unit 3.3

5f. Practice adapting activities and leadership techniques, using the following criteria for modification: reduce activity area; modify equipment; change rules; substitute body parts, position or assistance; develop new techniques; apply multisensory cues; provide varied (different) pace.

Unit 3.3

Performance Objective

23. Teach an activity of your choice, using the criteria presented for teaching a new skill. Following the activity, you will be given a written evaluation of your leadership skills by a supervisory staff member.

Trainee Information

To help you accomplish performance objective 23, you must do one or more of the following activities. If a specific activity is not designated by the trainer, you should choose and complete the one of your choice.

Learning Activities

Select 6a, or 6b, or 6c, or 6d, or 6e

6a. Read professional literature on leadership techniques and proper instructional procedures. Observe various examples of leadership and discuss pros and cons with program staff.

or

6b. Discuss different leadership interactions, i.e., controller, director, stimulator, etc. Determine which leadership interaction might be best utilized for different activities, i.e., swimming, nature hike, group game, etc.

or

6c. Demonstrate and role play various leadership situations. Determine activity, number of campers, objective of participation, and staff support.

or

6d. Discuss (problem solve) appropriate leadership procedures for applied experiences.

or

6e. Develop your own leadership evaluation tool and apply it with simulated leadership experiences. If possible, videotape th situations and discuss strengths and weaknesses with supervisors.

Evaluation Criteria

You must complete the post test with 90 percent accuracy before going on to Module 4.

References

Adams, Ronald C., Alfred Daniel, and Lee Rullman. Games, Sports and Exercises for the Physically Handicapped. Philadelphia: Lee and Fibiger, 1972.

Gibson, Paul E. Camping Intergrouping. Bradford Woods, Martinsville, Indiana: American Camping Association, 1974.

Gunn, Scout L. and Carol A. Peterson. Therapeutic Recreation Program Design: Principles and Procedures. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1978.

Tawney, James W. and Patricia T. Cegelka. "Task Analysis." University of Kentucky, Lexington, Kentucky.

Thiagarajan, Sivasailam. "TAG: An Example of Operational Gaming." Viewpoints. November, 1973, pp. 97-107.

Readings

Unit 3.3

Performance Objective 18

Camping Intergrouping

by Paul R. Gibson

Chapter III

Focus on Identification:

Assessment with involvement as described in the previous chapter is a major component of intergrouping. It is akin to the breaking-in period of small group therapy and should occur throughout any intergrouping. Needless to say, the success of the process depends upon what is done with it. The assessment process is aimed at developing both "in" and "out" groups, more understanding of individual and group identifications.

The intergrouping diagram found at the end of this chapter as an overview, presents another overall view of the intergrouping process as it relates to other factors and components of an institution. The attempt is to present the entire picture to show the relationships of components to each other. No static pattern is demanded because of the variety of situations to be encountered. An understanding of the entire pattern or cycle is vital.

The cycle diagram can fit each camp when adapted by changing starting points or skipping components not vital for that situation. Each component is important in creating community and better intergrouping is achieved by varying the stress on specific components depending on the situation.

For example, a camp may not have a clear commitment or be able to develop an exposure process. Either of these could lead to problems for positive intergrouping since these and other components would need greater emphasis to achieve an intergroup community.

To further clarify what an intergrouping model encompasses, a negative formulation may be helpful. Remember that the emphasis is on the group, agency or camp establishing its own pattern within the intergrouping framework as presented.

Thus, it is possible and necessary to suggest that good intergrouping is <u>not</u>:

- -a focus on group intrastructure as a major factor in human inter-relations;
- -a magical cure-all to human relations problems but more a goal and activity structure for agency, camp and multi-group systems;
- -a substitute for the previous agency and camp philosophies, but an enhancement to the existing structure and systems;
- -restricted to camp operations but entirely workable in numerous situations where positive human interaction is emphasized;

Unit 3.3

-simply a word but a process and is always in a state of becoming;
-unique to camping but is highly responsive to the experiential factor and environmental awareness of the outdoor informal education activities to build community.

In fitting in the parts of the intergrouping puzzle, we are concerned with both major and minor identification factors, particularly with special groups (low-income, disadvantaged, racial, religious, etc.) and what changes are likely to occur to all participants of the intergrouping experience.

Sherif's (1953) study of intragroup and intergroup relations of children in a camp setting suggested that solidarity within groups does not necessarily preclude individuality.

Looking first at some concepts of the individual leads subsequently to the group and identity. Too much has been assumed and not enough known about the dynamics of groups and identity. More knowledge and emphasis by leaders of these factors can have a significant bearing on the outcome of intergrouping and the creation of community.

We must look specifically at symbolic individuals and groups usually involved in the camping intergrouping process (target identities). This can provide clues to the establishing of identities which hopefully are treated as equals in the intergroup community.

Individual

Recognition of individual life styles different from one's own is the key to mutual acceptance.

The individual is significant in efforts for intergrouping or, for that matter, in any good camping operation. A person's background and life style help create his image of self as well as the way others view him. Positive self-concepts and opportunities for both conscious and unconscious acceptance of goals and roles in society are benefits camping can offer. Intergrouping meets specific needs in this area, since often there are particular attitudes or problems in the psychosocial development of some "out" group campers who are to be served. Camping basically presents individuals with the opportunity to be themselves in a fairly neutral environment. This is an essential starting point for groups to live together.

It is felt that positive camp intergroup experiences have a significant impact on child development. This impact is possibly caused by such factors as emphasis on self (individuality) and identity. These are important components of positive intergrouping

Unit 3.3

and lead toward maturity. Sharing with others in the process tends to support values and life styles, and if the experiences can provide mutual respect, there are benefits for the individual and the group.

Many labels are attached to the individual and group, particularly those usually worked with in intergrouping programs. These labels such as disadvantaged, inner-city, poor, racist, Appalachian, Indian, Chicano, etc., cause us trouble if we simply focus on their definitions without real concern for a sense of positive identity of the individuals associated with those labels.

Individuals and groups must somehow tell us about their identity and we must listen carefully and "hear," if community is to be created. The leader's commitment is again vital, since one's own values, hang-ups and inequality of consideration of identity can prevent an honest sharing and a bringing together.

Group

"The group has rules and mechanics." Gisela Konopka.

Group helping processes indicate both the importance of the individual and the vital roles of persons in groups. The blending of group and individual purposes requires consideration of several factors:

-Relation to the individual.
-Size of the group.
-Growth or change of the activity.
-Group purpose or goal-activity.
-Group perception of itself (its identification, both external and internal).
-Composition of group.
-Recognition of group conflict or tension.

Much time has been devoted to case study approaches with individuals in the field of sociology, but relatively little to group work. Camping's agenda requires a concentration on group function and structure to serve campers more effectively.

More knowledge about group interchange is necessary for intergrouping. As group composition changes, so do the "in" group and "out" group factors. As mentioned previously, group roles and definitions may be understood in relation to community with resultant problems, and these must be met head-on as groups try to understand themselves and others.

Many feel that the group experience is the one common denominator and value in most of camping. It is certainly a vital part of interchange among groups.

Unit 3.3

The following group work principles, taken from Gisela Konopka, are included to illustrate necessary awareness factors for social group work and also to present another framework for the intergrouping process.

Group Work Principles

1. Recognition and subsequent action in relation to the unique differences of each individual. (Individualization is the group.)
2. Individualization of groups.
3. Genuine acceptance of each individual with his unique strengths and weaknesses.
4. Establishment of a purposeful helping relationship between group worker and group members.
5. Encouragement and enabling of helpful and cooperative relationship between group members.
6. Appropriate modification of the group processes.
7. Encouragement for each member to participate according to the stage of his capacity enabling him to become more capable.
8. Enabling members to involve themselves in the process of problem-solving.
9. Enabling group members to experience working through conflicts.
10. Provision of opportunities for new and differing experiences in relationships and accomplishments.
11. Judicious use of limitations.
12. Purposeful and differential use of program.
13. On-going evaluation of individual and group processes.

Child Culture

Another aspect of identification in intergrouping, and of other youth work as well, is child culture. The terms, youth culture, teen culture, child culture, or even black or white culture are part of the phenomenon of today associated with identity to show awareness of similar attitudes and behavior or significant numbers of the population.

Good camping attempts to relate to "child culture" and reflects the needs and growth factors of children. Pressures in modern society often reduce the child's chance for self-expression, finding acceptable adult models and fully enjoying the fun of play and new experiences focused and influenced toward themselves.

The child's world, however, is shaped by ethnic, religious and economic forces that affect "child culture" with dominant grouping helping to set entire patterns. Certain basic factors of child culture exist and these should be a part of every camp, especially intergroup camps.

Unit 3.3

Common child culture characteristics are

-Desire for controlled situations
-Need for new experiences
-Acceptance
-Individual attention
-Participation in controlling decisions
-Utilization of acceptable models

Child culture should complement the creation of community since it is a focus on issues powerful and important enough to draw diverse groups together. Any focus on a group can heighten sensitivities and in the process, help the individuals who make up that group, better able to respond to the identities of themselves and others.

See diagram on next page.

Unit 3.3

Overview:

Intergrouping Cycle Diagram

The cycle diagram shows in part the inter-relatedness of intergrouping. Each segment is vital to the effective operation of a camp or agency toward a unification of all systems to achieve intergrouping. The complexity of the process of intergrouping is apparent as is the need to develop all segments (systems). The components may be rearranged or renamed but all are important for a holistic approach to positive diverse human inter-relationships. Apply the diagram or some modification to your own operation to try and determine its needs, readiness, or completeness for intergrouping.

NOTE: The Inderdependency of Intergrouping Components and Factors (Cultural Pluralism can be substituted for Community)

Paul R. Gibson, Camping Intergrouping @ 1974, pp. 39-44. Reprinted by permission of American Camping Association, Bradford Woods, Martinsville, IN.

Unit 3.3

Performance Objective 19

Considerations for Activity Leadership

1. Be pleasant, smile, create an air of expectancy, "this is going to be fun."
2. Be prepared, do not use props, except when several activities follow one another.
3. Know your activity inside and out, plan for more than you'll think you will need.
4. Your equipment should be right where you need it and in working order. Have extra and have enough.
5. Get the attention of the group; arouse interest on an individual level.
6. Start talking as soon as attention is gained.
7. Place the campers in the activity formation before giving an explanation.
8. Build up the activity, motivate and have fun before the activity starts.
9. Be specific, identify exactly where, what campers are to do, use multiple cues.
10. Stand where you can be seen and heard. Maintain personal distance from the individual camper.
11. Explain the activity briefly, clearly, correctly; demonstrate, exaggerate movements; ask campers if there are any questions; move into the activity as rapidly as possible.
12. Use an impersonal device for dividing into groups. Single out a camper in an unobstrusive way if additional support is needed.
13. Present the activity or activities so there is a smooth transition from one to another. Build upon previously developed camper skills or interests.

(continued)

Unit 3.3

14. A leader merges with the group and directs the attention to the activity - not his leadership. Leadership is a timed experience.

15. Once the rules are established, observe them, enforce decisions promptly and impartially. Leaders, not campers, enforce the rules. When a mistake is made, be patient, focus attention on the mistake, not the camper. This will serve to reinforce safety skills and health habits. Be positive. Don't start with NO.

16. Structure the activity so the total group is equally involved; give campers an opportunity to be successful. Have assistants, but not the same ones all the time.

17. Stop the activity while it still has zest, change to a new activity before the fire goes out. Campers own involvement may not be the best judge of when to stop an activity.

18. People are influenced by voice tone, inflection, and quality. If you lost control, your voice tells your followers; be honest, step aside if the situation is too provoking at the moment; let another staff member take over.

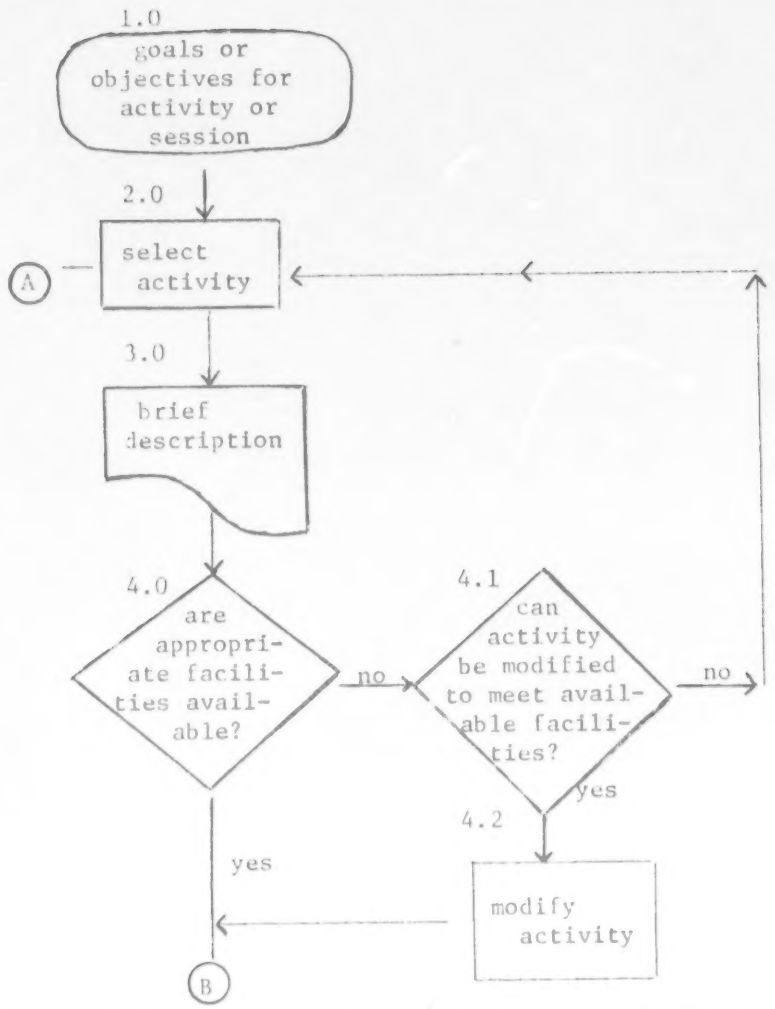
19. Plan for fun, program for safety, people enjoy laughing and being involved.

Unit 3.3

Performance Objective 22

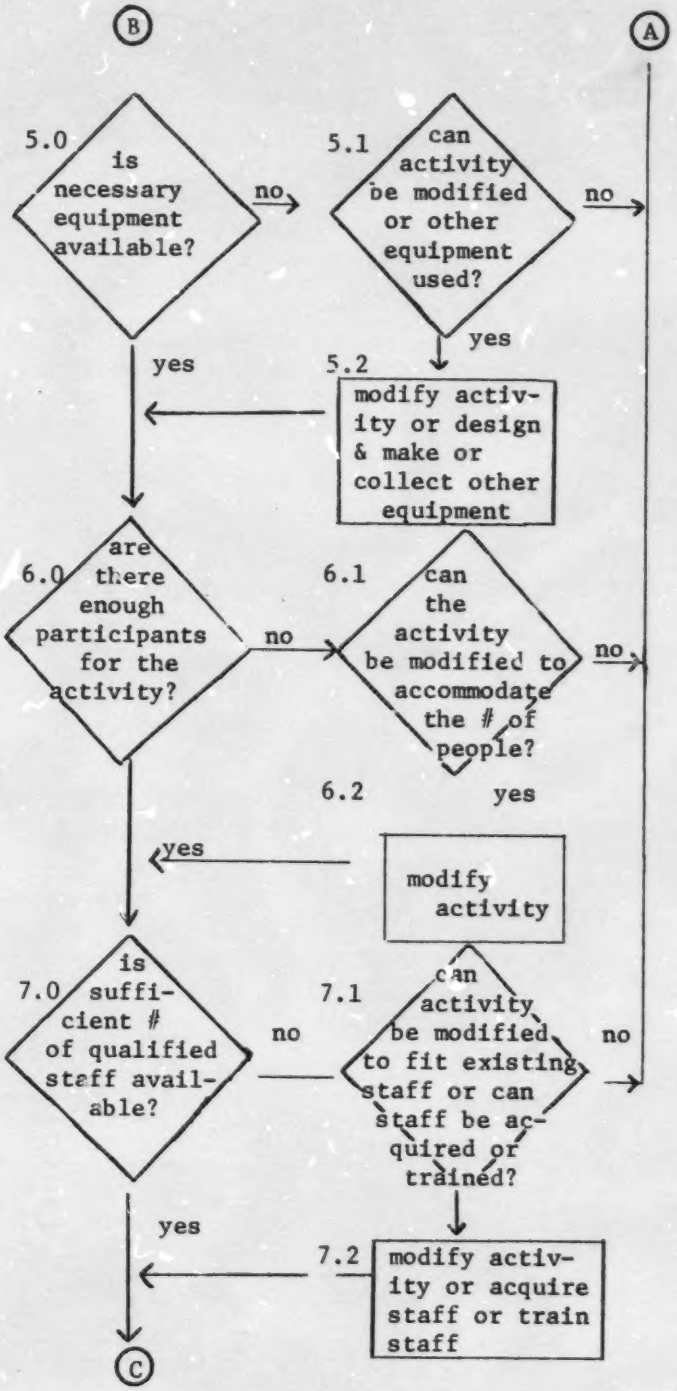
SAMM *

Selection of Activity and Modification Model
Carol Ann Peterson Ed.D.



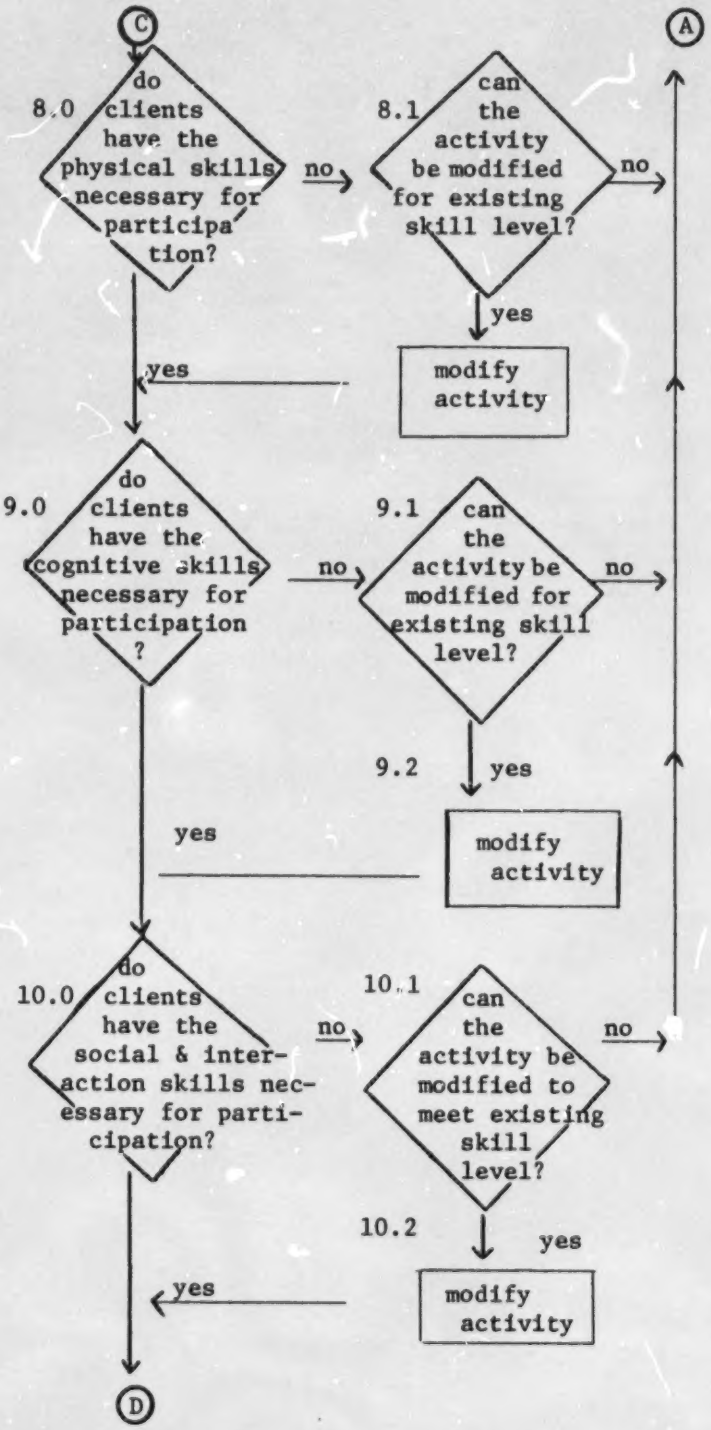
*Scout Lee Gunn, Carol Ann Peterson, Therapeutic Recreation Program Design: Principles and Procedures, @1978, pp. 183-185. Reprinted by permission of Prentice Hall, Inc., Englewood Cliffs, New Jersey.

Unit 3.3


B
A
5.0 is necessary equipment available?
no
5.1 can activity be modified or other equipment used?
no
yes
yes
5.2 modify activity or design & make or collect other equipment
6.0 are there enough participants for the activity?
no
6.1 can the activity be modified to accommodate the # of people?
no
6.2
yes
yes
modify activity
7.0 is sufficient # of qualified staff available?
no
7.1 can activity be modified to fit existing staff or can staff be acquired or trained?
no
yes
7.2 modify activity or acquire staff or train staff
C

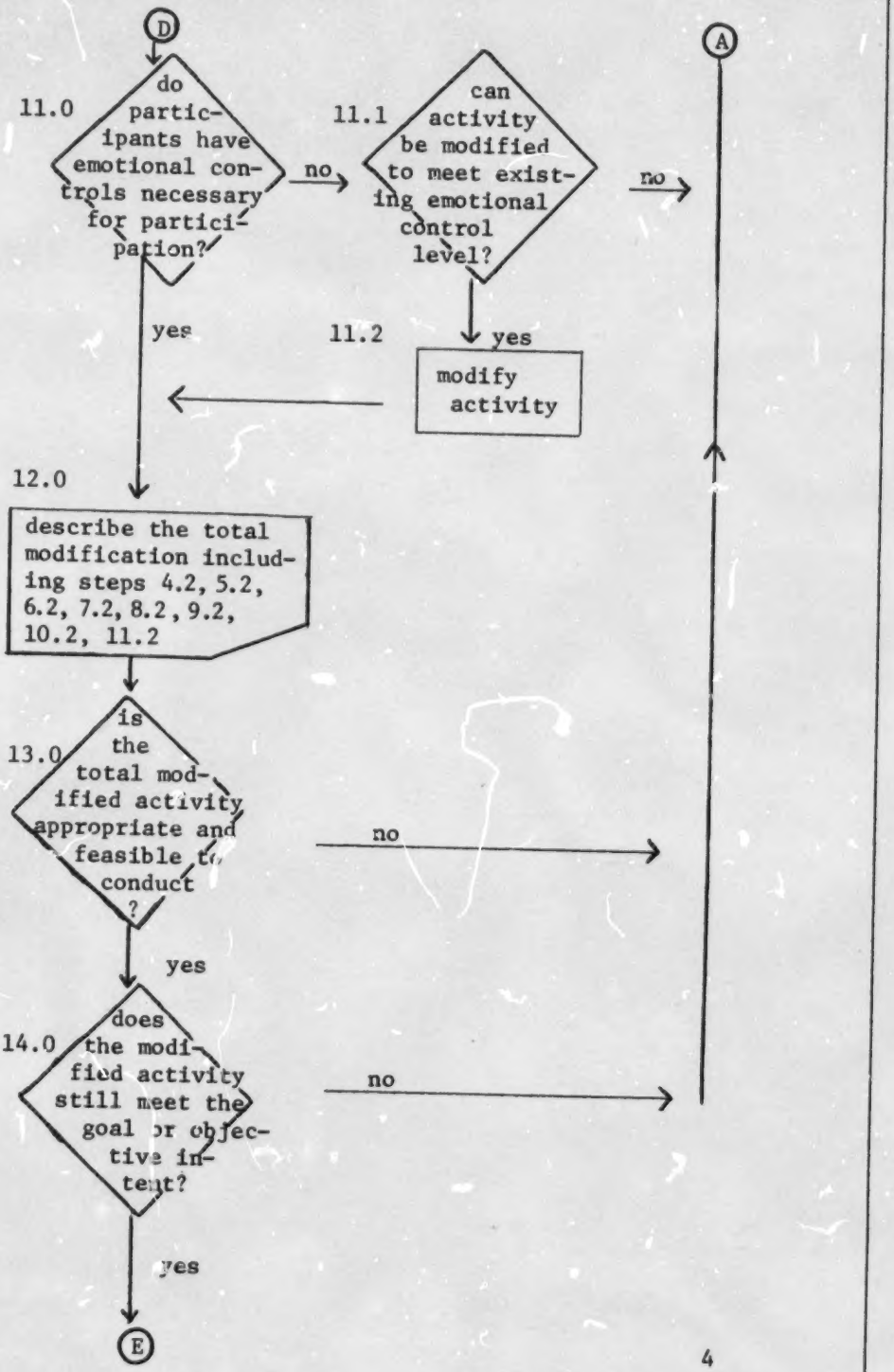
2

Unit 3.3

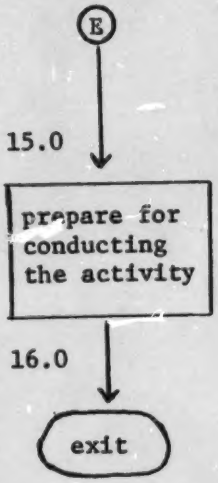

C
A
8.0 do clients have the physical skills necessary for participation?
no
8.1 can the activity be modified for existing skill level?
no
yes
modify activity
yes
9.0 do clients have the cognitive skills necessary for participation?
no
9.1 can the activity be modified for existing skill level?
no
9.2
yes
modify activity
yes
10.0 do clients have the social & interaction skills necessary for participation?
no
10.1 can the activity be modified to meet existing skill level?
no
10.2
yes
modify activity
yes
D

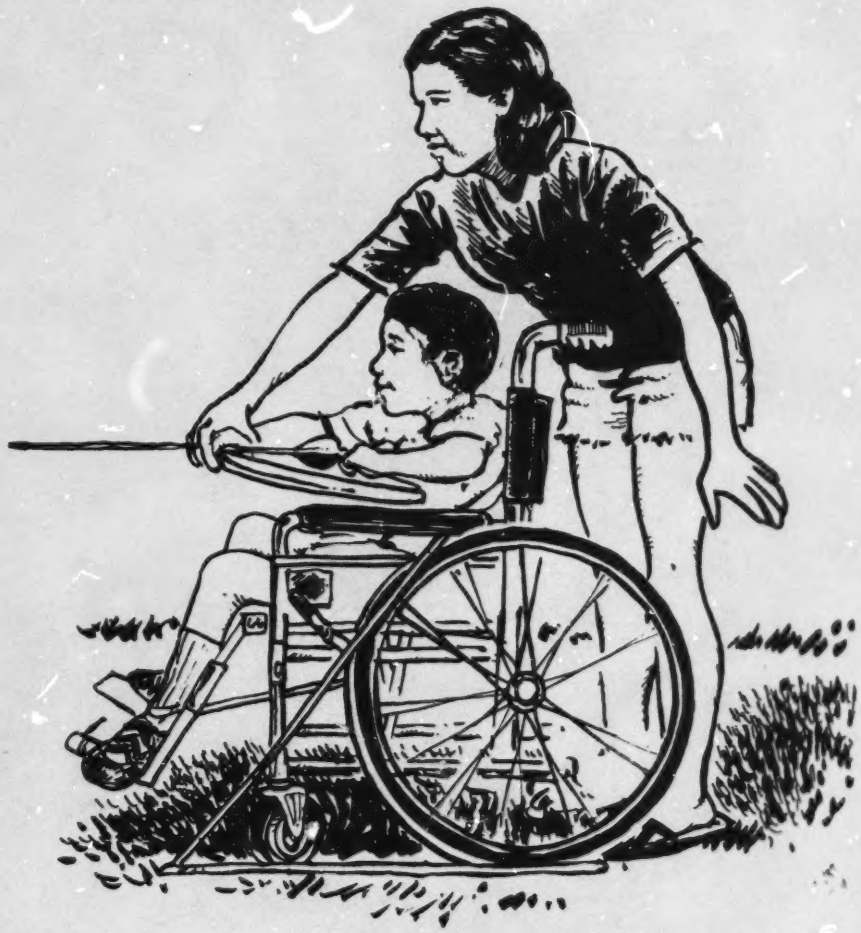
3

Unit 3.3


D
11.0
do participants have emotional controls necessary for participation?
no
11.1
can activity be modified to meet existing emotional control level?
no
A
yes
11.2
yes
modify activity
12.0
describe the total modification including steps 4.2, 5.2, 6.2, 7.2, 8.2, 9.2, 10.2, 11.2
13.0
is the total modified activity appropriate and feasible to conduct?
no
yes
14.0
does the modified activity still meet the goal or objective intent?
no
yes
E
4

Unit 3.3





Worksheets

Unit 3.3
Performance Objective 17

Cookout Requisition Form

Counselor in charge: _____ Unit: _____

Date and Day Ordered: _____ Function: _____

Campers _____ # Staff _____ # Guests _____ TOTAL _____

WANTED Date: _____ Day: _____ Time: _____

Menu (List)	Item (List)	Quantity (List)

Equipment Needed (List)	Number (List)

Approved: _____
(Signature of appropriate staff)

Filled by: _____
(Signature of appropriate staff)

Returned: Date _____ Day _____ Time _____ Check-in by _____

Unit 3.3

Performance Objective 17

Requisition Form

_____ _____

Name of person requisitioning supplies — Date

Item/Number	Reason for Request	Price

Will be ordered from: _____

Payment: Cash: _____ Charge: _____

_____ _____

Signature of person requisitioning supplies or equipment — Date

Approved: _____ _____

Signature of appropriate staff — Date

Unit 3.3

Performance Objective 22

SAMM Worksheet

Name _____

Goal or objective: _____

Selected Activity: _____

Description:

Modifications from Step 4.2 (facilities)

Modifications from Step 8.2 (physical skills)

Modification from Step 5.2 (equipment)

Modifications from Step 9.2 (cognitive skills)

Modifications from Step 6.2 (# of participants)

Modifications from Step 10.2 (social-interaction)

Modifications from Step 7.2 (staff)

Modifications from Step 11.2 (emotional control)

Description of completed modified activity

Decision based on feasibility, appropriateness of the modified activity to still meet the goal or objective intent:

☐ accept ☐ reject

Notes

Post-Tests

Unit 3.2

Post-Test

1. Read the description of Theresa given below and record (a) two needs in each area of behavior - physical, personal/social, and leisure development; and (b) identify at least three overall camp objectives in which these behaviors are represented.

   Theresa is 9 years old. She has just completed second grade. Theresa, due to an automobile accident, is wheelchair-bound with no functional use of her lower limbs. She is delayed in her school work due to surgery and medical treatment. Theresa is attending camp for the first time. Her parents are sending her on doctor's orders. Theresa and her parents have never been separated for long time periods. Theresa is an only child by adoption. Theresa is quiet, shy and uncertain as to how to care for her camp-life needs.

   Physical:

   (1) _____

   (2) _____

   Personal/Social:

   (1) _____

   (2) _____

   Leisure Development:

   (1) _____

   (2) _____

   Three overall camp objectives:

   (1) _____

   (2) _____

   (3) _____

Unit 3.2

2. Suggested roles are presented for a parent and a camp counselor. The topic of conversation is "the reason for sending my child to camp." Identify three parent concerns. This may be a role playing situation.

   Parent: Tom is 11 and attends the class for the visually impaired at the city school. We drive him to and from school. He is a "small boy" for his age. We have children come to our house to play with Tom. Tom is the youngest in the family. His older brother and sister are very helpful. Tom needs a vacation from us; he enjoys the out-of-doors and we live in the city.

   Counselor: Has Tom been to camp before? What type of activities does Tom play at home? Can he ride the bus or car pool to school? What types of things does Tom do with his older brother and sister? What does Tom seem to enjoy in school?

   (1) _____
   (2) _____
   (3) _____

3. Read the case study carefully. After reading it completely, write two camper objectives for each of the following areas: (a) physical, (b) personal/social, and (c) leisure development.

   Elaine is 11 years old, has asthma and lives with her parents and older brother on a farm. Elaine has been referred to camp by the junior high nurse. Elaine clings to her mother in the presence of other children. She is very quiet in her cabin and tends to withdraw. During group activity, she does not display too much energy or excitement.

   Her speech is inaudible and verbalization is infrequent. She experiences extreme difficulty breathing during periods of extended exercise. She does not make eye contact with others when speaking or being spoken to. She appears rather clumsy in many camp activities.

   A review of the family records indicates that the family is characterized as (1) loners, (2) intact and (3) hardworking grain farmers.

   Physical:

   (1) _____
   (2) _____

   Personal/Social:

   (1) _____

   (2) _____

Unit 3.2

Leisure Development:

(1) _____

(2) _____

4. Read the information presented on the unit of campers. Write three unit objectives that consider the client information and individual camper objectives.

   The unit campers are afflicted with muscular dystrophy; all are between 11-13 years of age and confined to wheelchairs. They experience moderate difficulty in use of upper torso and limbs. Most require assistance with activities of daily living (ADL) and transfers. Referrals have come from the special education teacher in the public school. The youngsters participate in a boy scout troop during the school year.

   (a) _____

   (b) _____

   (c) _____

5. For the unit objectives listed, identify (for each) two activities in which campers would participate and satisfy the objective.

   a. During a group activity, the campers will develop social interaction skills by contributing as active group members as observed by the unit staff.

      (1) _____

      (2) _____

   b. During non-specified unit activities, the campers will develop appropriate personal health behaviors as determined by tent inspection and staff observation of camper appearance.

      (1) _____

      (2) _____

Unit 3.2

c. Given appropriate unit activities, each camper will improve his physical fitness level as determined by an increased period of participation after ___ days of camp attendance.

(1) _____

(2) _____

d. While participating in small group activities at the unit site, the campers will discuss how they spend their leisure as observed and recorded by the staff.

(1) _____

(2) _____

6. For each listed activity identify the needed resources for a group of six campers.

Activity	Time	Location	Staff Number and Skill	Equipment & Supplies	Camper Skill
Candle-making					
Cookout					

7. Identify, by listing, five reasons a counselor might have for modifying a unit program or planned activity.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

Unit 3.3

Post-Test

1. Your trainer will provide you with a one day unit plan of activities and requisition forms. Complete the forms for a group of ten campers and at the bottom mark to whom the form would be returned.

2. Identify three tasks subordinate staff might undertake to assist the counselor in preparing for a unit cookout.

   (a) _____

   (b) _____

   (c) _____

3. List the preparation steps required to present the following activity to the campers.

   The naturalist is going to have each camper collect three leaves, each a different shape, and prepare a leaf-print using a toothbrush and water colors. There are ten campers and two counselors coming to the activity.

4. Identify three cues that might indicate that camper Alice may need some assistance in preparing her sleeping area for inspection.

   Alice ambulates with the use of Canadian crutches. She is athetoid CP, age 12. Alice slowly makes her bed and puts her clothing in its proper place. She frequently sits on the bed for a rest break. She attempts to sweep her area while sitting on the bed and extending the broom. Her tent flaps are left closed because she doesn't like to work while others watch her.

   (a) _____

   (b) _____

   (c) _____

5. After reading the description of camper Tommy, identify three ways in which leaf collecting can be modified to meet his functional level.

(continued)

Unit 3.3

Tommy is a paraplegic confined to a wheelchair. He is able to direct and move his own chair. Tommy has full use of his upper torso but limited spinal flexion and poor hand mobility including grasping, releasing, pronation, supination and circumduction.

(a) _____

(b) _____

(c) _____

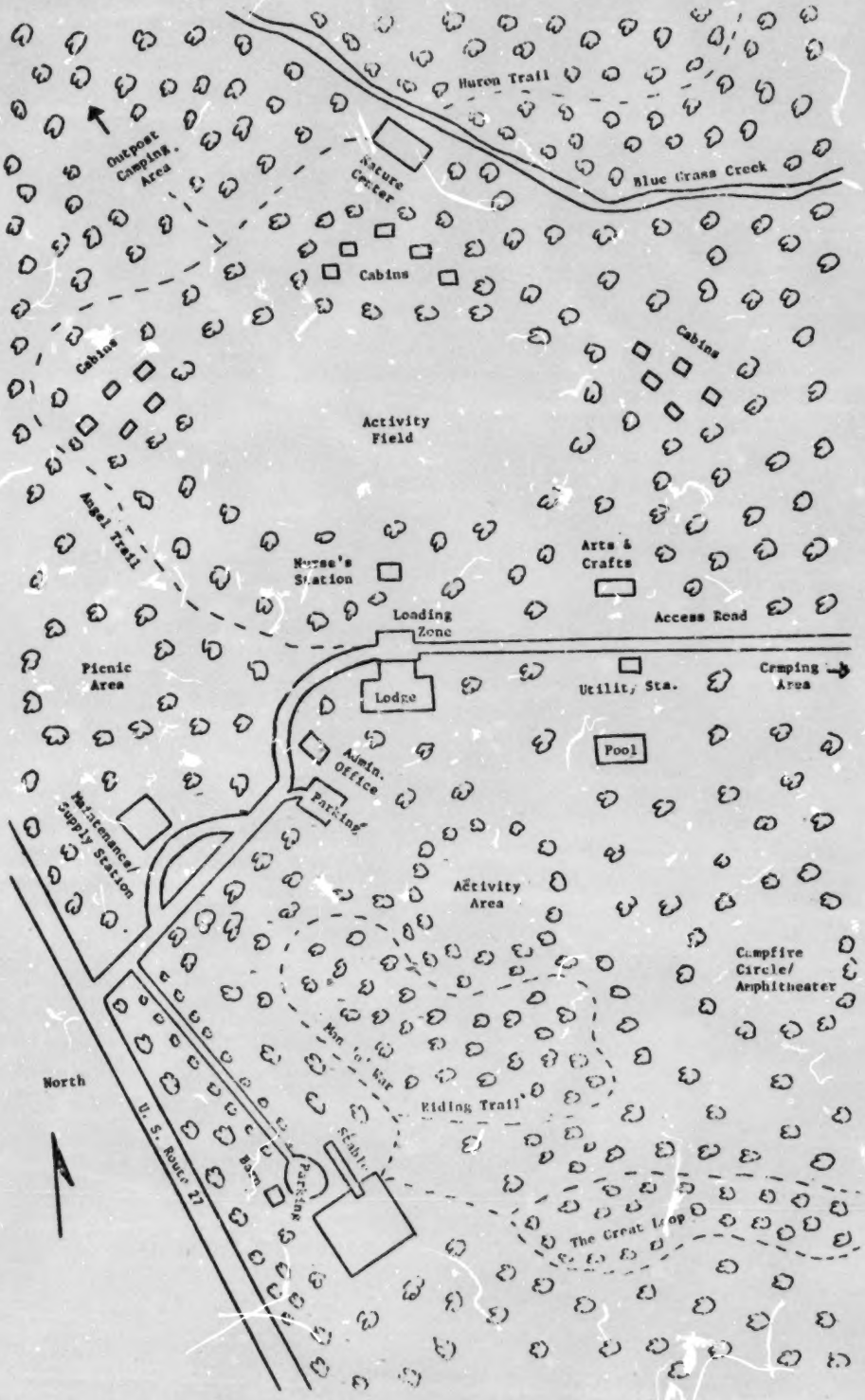
6. From the following list of camp activities, select two (2) and task analyze them to determine a) skill sequence, b) alternate leadership and activity techniques/methods to individualize activities, c) equipment/supply alternatives and d) space and time allocations.

swimming
baseball
modelling clay
singing
relay races
leaf collecting
nature hike
campfire building

Answer Sheets

Unit 3.1

Example Camp Map



Unit 3.2

Answers to Post-Test

1a. Physical needs: writing skills, mobility skills and self-care skills
Personal/social: friendships, social skills
Leisure development: improve motor skills, learn new activities, gain outdoor knowledge

b. Answer should reflect camp objectives

2. Examples of parent concerns:
Where will Tom live?
Who will be his counselor?
Will Tom be in safe activities?
Will Tom have fellow campers who participate with him?

3. Content for behavioral objectives could be:

a. Physical: endurance, strength, gross motor, etc.
b. Personal/social: verbalization, interactions, social skills, etc.
c. Leisure development: develop hobby, expand leisure skills, environmental awareness, etc.

4. Examples of content for unit objectives:
a. Maintain strength in upper torso through participation in activities requireing use of camp tools.
b. Prevent deterioration of lower limb musculature through participation in swimming program.
c. Participate in singing and camp story telling to sustain lung and diaphram muscles.

5a. Unit cook-out
Skit
b. Prepare for unit inspection
Dress appropriately for various activities
c. Hike
Swim
d. Rest period
Campfire discussion

6. Answer supplied by the employing camp or trainer

7. Weather, malfunctioning equipment, camper medical condition, schedule conflict, lack of equipment and supplies.

Unit 3.3

Answers to Post-Test

1. Answer supplied by trainer

2. Aid in wood collecting
   Aid camper in cooking
   Aid camper in cleanup

3. Locate area in which to collect leaves.
   Prepare paint, brushes and work space.
   Collect demonstration leaves.
   Prepare sample of prints.
   Prepare necessary clean-up.
   Determine procedure for inclement weather.
   Determine where prints will dry and how campers will claim their print.

4. a. frequent rest stops
   b. sweeps from bed
   c. tent flaps down

5. a. provide walking assistance
   b. restrict the area for leaf collecting
   c. place Tommy on the ground to collect his own leaves

6. Answer supplied by trainer

Notes

Terminology

Terminology

Amputees: Loss of limb, either congenitally or due to an accident. Many of these individuals use artificial limbs (prosthetics).

Architectural Barrier: Physical barriers which make it difficult or impossible for the physically disabled to move about freely with other people, such as: stairs, narrow doorways, soft pathways, high drinking fountains and sinks, etc.

Auxiliary Staff - Are responsible for supportive services essential to efficient and effective operations upon which the total camp program depends which is under the supervision of administrative staff. This would include personnel in the areas of medical concerns; kitchen and food preparation; maintenance of buildings, grounds, and equipment; housekeeping; transportation; and administrative and office functions.

Camp Counselor - Is responsible for planning and supervising the camp experiences for an assigned group of campers under the direction and supervision of specified administrative or program staff. This includes positions such as senior counselor, unit counselor, village leader, tent or cabin counselor, unit leader, etc. The camp counselor is also responsible to maintain a pleasant, clean and safe environment; to meet campers' personal and safety needs; to prepare reports and inventories; and to work cooperatively with all camp staff to enhance the overall camping experience.

Camp Director - Is responsible for developing, organizing, managing and supervising the personnel and fiscal resources of the camp in order to meet the objectives that have been specified. The camp director is also responsible for evaluating camp effectiveness.

Camp Nurse - Is responsible for providing health services essential to the camp operation. Acting under the standing orders of a doctor, the nurse performs remedial measures for illness and injuries. In addition, the nurse routinely inspects campers for signs of health deterioration, parasite infection, or disease. The nurse reports to the resident physician or the camp director if there is no resident physician.

Camp Secretary - Is responsible for providing secretarial services essential to the efficient and effective day-to-day business operations of the camp. He or she mans the office, handles the mail, types business and program manuscripts and reports, and if there is no business manager, handles the bookkeeping. The secretary is responsible to the business manager, or if lacking, to the camp director.

Camper - Is any individual who chooses to attend, as a participant, an organized camping program which is designed to meet his/her needs.

Cerebral Palsy (C.P.): A disability due to damage of centers of the brain before or during birth resulting in imperfect control of the muscles and marked especially by muscular incoordination, spastic paralysis, and speech disturbances. It is estimated that more than half of the cerebral palsied are mentally retarded.

The types of C.P. include:

1. Spastic: characterized by jerky and uncertain movements and tightly contracting muscles.
2. Athetoid: typically showing uncontrolled, sprawling, muscular functioning.
3. Rigid: extremely tight muscles and limited, resistive movement.
4. Tremor: uncontrollably shaking limbs.

Competency - Is demonstrable knowledge, skill, or behavior devised from explicit conceptions of camp personnel roles.

Competency-Based Instruction (CBI) - [also competency-based education and performance-based education] - Is an instructional program in which the competencies to be acquired and demonstrated by the student and the criteria to be applied in assessing the competencies are made explicit and the student is held accountable for meeting the specified criteria.

Competent - Is having the necessary knowledge, skills and judgment to perform a task effectively as measured by a given standard of performance.

Day Camp - Is a sustained outdoor group living experience which is operated by trained leaders in which the campers go for an established period and return each day to their homes. The purpose is the utilization of the natural surroundings to contribute to the overall growth and development of each camper.

Disability - (see physical disability)

Duty - Is a grouping of two or more similar tasks which are functionally different from other tasks within a job. They usually are performed under similar conditions in a job situation.

Epilepsy - A chronic condition characterized by seizures of varying duration in which there is a loss of consciousness with or without a succession of convulsions. (See petit mal seizures or grand mal seizures.)

Essential Competencies - Are those demonstrable and crucial knowledgeable skills and behaviors camp personnel must possess in order to perform reasonably well and to succeed in any organized camp program operated for the physically handicapped.

Evaluation or Post Test - Is a procedure designed to measure the student's ability to successfully demonstrate the competence required for mastery of a specified performance objective(s) after the student has completed a set of learning activities or modules.

Grand Mal Seizures - An epileptic seizure in which there are severe convulsions and loss of consciousness or coma.

Handicap - Is the cumulative results of a physical or mental condition of impairment that interposes an obstacle between the camper and his/her maximum functional level.

Head Cook - Is responsible for supervising and coordinating all activities of kitchen personnel and participating in the preparation, serving and clean-up of meals in the camp.

Job - Is a composite of duties and tasks actually performed by a worker.

Learning Activities - Are instructional activities or experiences made available to the student for the purpose of helping the student achieve (perform) the performance objective or set of performance objectives.

Legg-Perthes Disease: A diminished blood supply to the hip causing the bone to become shorter and the head of the thigh bone to become flat. Given time to heal by keeping weight off the hip usually corrects the problem, but this can take from 12-36 months.

Maintenance Supervisor - Is to provide general maintenance and repair services essential to the efficient and effective day-to-day camp operations.

Major Responsibility - Is a grouping of two or more similar duties which are functionally different from other duties.

Module - Is an instructional package containing a set of learning activities called units of instruction and organized to include performance objectives, identified prerequisites, pre-assessment procedures, instructional activities, post-assessment procedures, and a remediation plan and/or activities. The purpose (intent) of a module is to facilitate student acquisition of a competency or group of related competencies.

Multiple Sclerosis: There is an insulating layer of fatty substance over the brain and spinal cord, serving much like insulation over an electric wire and insuring free passage of impulses; in the human, transmission of nervous impulses to the muscles. In Multiple Sclerosis (M.S.), this insulating layer for some reason breaks down, sclerotic patches occur in the brain and spinal cord and this interferes with the proper transmission of nervous impulses. The resultant course of this disease is one of "ups" and "downs", but usually progressing slowly downhill. Because of the damage to the nervous system, coordination, strength, speech, eyesight - one or all may be comprised. This is a rather bizarre disease, occurring much more in the northern area of the United States, Canada, and the Scandinavian countries. It is the crippler of young adults, usually striking the ages of 20-40.

Mutiply Handicapped: Refers to an individual who has more than one handicap, the combination of which makes him unable to benefit from a normal education program.

Muscular Dystrophy (M.D.): There are several different types of muscular dystrophy, which is a genetic hereditary disease which results in a progressive wasting away of muscle. The following are just 2 of the dystrophies.

1. Pseudohypertrophic: The wasted away muscle is replaced by fibrous tissue and fat. This type is transmitted from mother to son. The person may appear to have big muscular calves, buttocks, and shoulders. The disease affects primarily the trunk, shoulders, hips, calves, neck and face muscles. Many die before they are 20 years old, not directly from M.D. but due to the lessening of respiratory functioning. The muscles controlling coughing are affected and thus mucous secretions stay in the lungs where it is warm and moist, creating a condition very conducive to infection and pneumonia. It is most important to guard against colds.

2. Amytonia Congenita (Oppenheim's Disease): This is a non-progressive disorder in which there is a deficiency of the motor cells in the spinal cord which sends the message to the muscles. Because of this deficiency, the muscles are not fully innervated with the resultant weakness and lack of muscle tone. As the person becomes older and bigger, he or she becomes even weaker, but the basic deficit does not get worse, however, it may appear to, due to body growth. As the person reaches full growth, the condition tends to stabilize. The same respiratory precautions as in pseudohypertrophic should be followed in caring for these people.

Organized Camping - Is an outdoor experience which is organized and operated for a specified purpose by professional staff for an identified population. This includes various types of camps including residential, day, school, trip, therapeutic...camps.

Paraplegia: total or partial paralysis of the lower extremities and/or paralysis of parts or part of the trunk. This means the person will have full function of his arms, neck, shoulders and hands. (See quadriplegia.)

Performance Objectives - Is a precise and accurate statement describing the behavior expected of the student as a result of instruction.

Petit Mal Seizures - A mild form of epilepsy in which dizziness or other sensations take the place of convulsions.

Physical Disability - Is an observable condition of physical impairment that can be described by a physician using one of the following five medical classifications: Neuro-muscular, respiratory, cardiovascular/hematological, metabolic, orthopedic or by using the following functional classifications: mobility problems, bowel-bladder control problems, limited or no use of upper limbs, breathing difficulties, communication problems and limited endurance or stamina.

Pre-Test Procedures - Are designed to measure the student's ability to successfully demonstrate the competence required for mastery of a specified performance objective(s) before engaging in the learning activity(ies) or module.

Prerequisites - Are the knowledge, skills and/or behaviors the student is expected to demonstrate competence in prior to beginning work on a module.

Program - Is everything that a camper does during his/her stay at camp.

Program Specialist - Is responsible for all phases of operation pertaining to a particular program which includes: developing the program, ordering supplies, maintaining areas and equipment, instructing and supervising staff and campers, scheduling and coordinating activities and special events, preparing reports and inventories, and evaluating. This would include such positions as program director, waterfront director, nature director, arts and crafts director, photography director, etc.

Prosthesis: Replacement of a missing part by an artificial substitute; and artificial organ or part.

Quadriplegia: Refers to paralysis in all four extremities and the trunk. However, the upper extremities and neck are never totally paralyzed. The spinal column has nerves existing from it innervating the muscle. In general, the lower the injury to the spinal cord, the more function is left. A person injured in the neck may be only able to bend his neck, shrug his shoulders, raise his arm, and bend his elbow, whereas a person injured in the low back may only suffer paralysis in the lower parts of his legs. The nerves to the bowel and bladder, unfortunately, exist very low and are almost always affected.

The persons with high involvement may have respiratory problems and the degree of help they will need will vary. Persons who have full use of their upper extremities can do most everything themselves. There is a loss of sensation at the level of the injury also, so pressure sores are a potential problem. A regular diet and plenty of fluids are very important to these people.

Remedial Activities - Are instructional activities which provide the student additional practice or assistance in mastering a specified objective when mastery was not achieved initially.

Resident Camp - Is a sustained outdoor group living experience which is operated by trained leaders in which campers live at one site two or more consecutive nights for the purpose of utilizing the natural surroundings to contribute to the overall growth and development of each camper.

School Camp - Is a sustained experience in which a teacher and his pupils leave the classroom to live at one site two or more consecutive nights in an outdoor setting while carrying out a program of learning activities related to the school curriculum.

Spina Bifida: "Bifid" means short, thus a "short spine." This is a congenital malformation of the spinal cord and the supporting vertebral column causing the spinal cord to herniate, thus causing paralysis below this point. Most of the time this occurs in the lower back, and the person will have a surgical scar and/or remnants of the "bif." Most people usually have some use of their upper legs and are able to walk with crutches and/or braces. The nerves to the bowel and bladder are always impaired and the person may have a type of urinary receptacle, use suppositories or be on a regular time schedule for bowel movements. Many have slightly enlarged heads due to the trauma to the spinal cord, upsetting the balance of spinal fluid and causing an increase of pressure in the head. This is known as HYDROCEPHALUS and also occurs apart from Spina Bifida. The spinal cord and brain are bathed in spinal fluid which is produced and reabsorbed into the bloodstream in the brain. This fluid circulates up and down bathing the brain and the spinal cord. Due to congenital or developmental defects in this system, blockage of channels, etc., an increase of pressure and a resultant increase in skull size occurs. This can cause neurological and mental damage. The degree of damage will again vary a great deal.

Task - Is a highly specific unit of job activity stated in job terms with an action verb and an object. It has a definite beginning with an action leading to a definite end (input - action - output.) It is measurable, observable and results in a product which is useable by someone other than the performer.

Task Analysis - Is a systematic process through which the tasks a worker performs are identified and organized in a logical manner.

Task Inventory - Is simply a straight listing of all the tasks potentially performed in an occupation as discerned through the literature search.

Task Outline - Is a categorical listing of tasks, duties and major responsibilities for a specified occupation.